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ABSTRACT

The report evaluates the programs of the Des Moines (Iowa) Public Schools' Office of Intercultural Programs' services. The programs are designed to provide educational equity and serve as a resource for students, parents, community, and staff in a variety of areas, including: a voluntary transfer program; paired and magnet schools; extended day kindergarten; English as a Second Language and bilingual education; minority and bilingual community liaisons; multicultural, non-sexist education; cross-cultural awareness training; minority achievement; affirmative action; discrimination compliance; and sexual harassment training. The Office provides leadership, guidance, training, and support to its constituencies; works toward program enhancement and external funding for programs; and has established a partnership with the National Coalition of Advocates for Students. It developed a process for examining the district's desegregation efforts, worked in conjunction with building personnel to provide services for a significant increase in limited-English-proficient students, and provided technical assistance and services to support compliance with anti-discrimination laws and improve complaint processing. Plans include enhancement and expansion of services, changes in the voluntary transfer program, enhanced instructional delivery for LEP students, sexual harassment awareness training for staff and students, and improved accommodation of individuals with disabilities. (MSE)

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Intercultural Programs Program Evaluation

97-140
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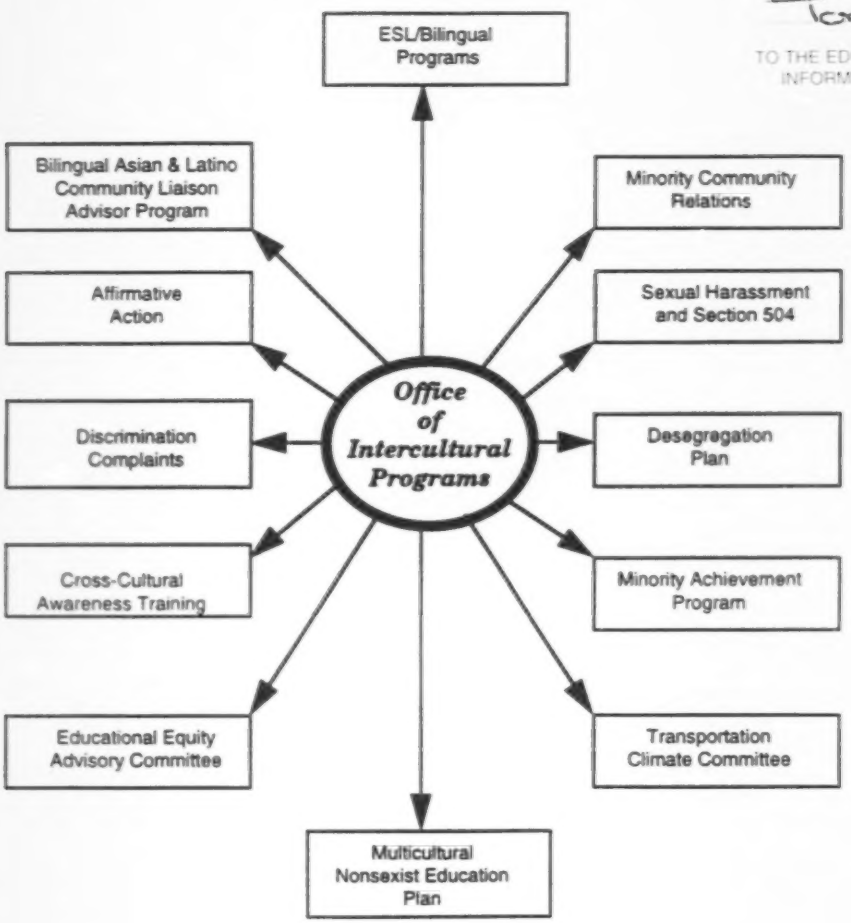

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June, 1997

Focus on Program Evaluation

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INTERCULTURAL PROGRAMS
PROGRAM EVALUATION ABSTRACT

Context Evaluation
The Office of Intercultural Programs addresses the equity needs of the district. A wide range of equity-related services are provided, many of which are mandated by federal, state and local board policies. The Office serves as a resource for students, parents, community and staff and provides service in the following areas: Voluntary Transfer Program; paired and magnet schools; Extended Day Kindergarten; English as a Second Language/ Bilingual Program; Minority and Bilingual Community Liaison Advisor Program; multicultural, nonsexist education; cross-cultural awareness training; Minority Achievement Program; affirmative action; discrimination compliance; and sexual harassment training.

Input Evaluation
The ESL/Bilingual Programs received $1,021,410.00 in 1996-97 school year from external revenues from the State of Iowa Weighted Formula for Non-English Speakers, Emergency Immigrant Education Act Funds and Title VII Program Enhancement Grant Project SPEAK.

The total expenditures for the ESL/Bilingual Programs were $2,528,516.00, for the Desegregation and Equity Programs, $1,101,966.00. The total expenditures for Intercultural Programs for 1996-97 were $3,539,482.00.

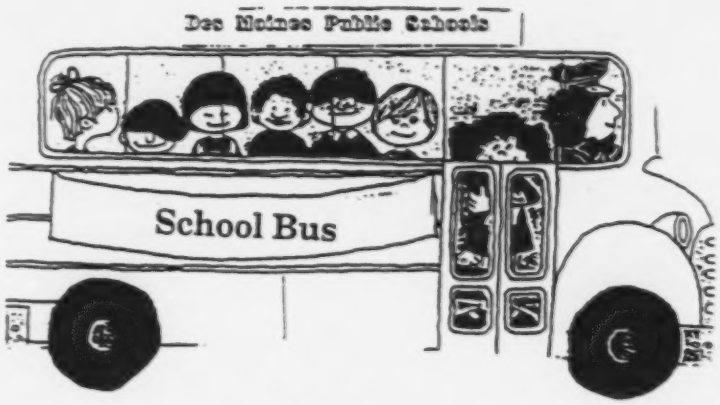
Process Evaluation
The Office of Intercultural Programs staff provide leadership, guidance, training and support to a diverse community of staff, students, and parents regarding school desegregation, English as a Second Language and Bilingual Programs, multicultural nonsexist education, human relations, affirmative action and other educational equity issues. Additionally, the Intercultural Programs staff has written and received funding for a Title VII program enhancement grant; expanded staff and resources to meet the needs of the increasing population of LEP students in the District; and, established a partnership with the National Coalition of Advocates for Students, (NCAS), Boston, Massachusetts.

Product Evaluation
A process was developed to examine the District's desegregation/integration efforts. The staff worked in conjunction with building personnel to provide services for the significant increase in the limited English proficient student population. Technical assistance and services were provided in the areas of discrimination compliance and complaint processing.

Future Plans
Plans are under way to improve and expand services. Changes will be made in the Voluntary Transfer Program and efforts will be made to enhance the delivery of instruction for limited English proficient students. A major compliance thrust will be providing sexual harassment awareness training for staff and students as well as providing reasonable accomodations under Section 504 of the Rehabilitation Act for students with Attention Deficit Disorder.

A copy of the complete report is available upon request from the Department of Management Services, Des Moines Independent Community School District, 1800 Grand Avenue, Des Moines, Iowa 50309-3399 - Telephone 515-242-7837. All evaluation reports are submitted to the Educational Resources Information Center (ERIC) and Educational Research Service (ERS).

INTERCULTURAL PROGRAMS



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DES MOINES INDEPENDENT COMMUNITY
SCHOOL DISTRICT
Des Moines, Iowa 50309-3399

June 3, 1997

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DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

"The Des Moines Independent Community School District
will provide a quality educational program
to a diverse community of students
where all are expected to learn."

INTERCULTURAL PROGRAMS PHILOSOPHY

The Office of Intercultural Programs is committed to providing support and guidance to district staff, students, and the community in the collaborative effort to provide equal educational and employment opportunities in the Des Moines Public Schools.

The Office of Intercultural Programs provides information, support, and assistance with the desegregation and integration efforts of the district.

The Office of Intercultural Programs provides effective educational programs to assist limited English proficient students to acquire language skills, succeed academically, have self-respect and become a part of the American mainstream while maintaining pride in their language and culture.

VISION AND BELIEF STATEMENTS FOR THE ESL/BILINGUAL PROGRAM
(Developed by stakeholders in 1993)

Vision of A Program of Greatness

Our students have access to a quality year-round ESL/Bilingual program. Students are successful in mainstream courses and experience academic success to graduate with sufficient skills to be productive in society. Students' self-esteem is enhanced with experiences in their native language, culture, and literature.

Cultural diversity is valued. The program instills pride in one's own heritage. An appreciation of cultural similarities as well as differences bridges the gaps among all people. A culturally diverse staff serves as role models for students. Bilingual programs are available in a variety of languages.

Parents are comfortable as participants in the educational process of their children. Ethnic liaisons are available to the various ethnic groups to provide assistance in acculturation.

The educational staff creates and maintains quality educational programs to meet the needs of the whole child. The programs are evaluated and student progress is monitored regularly.

All staff are provided with ongoing in-service sessions for ESL/Bilingual issues. Resources are allocated to meet the staff and student needs.

Beliefs and Values

1. We believe language development should provide the students with the opportunity to listen, speak, read, and write in English to enhance academic, social, and economic success.

2. We believe all should value cultural diversity to appreciate similarities and differences among peoples.

3. We believe native language development increases acquisition of English language skills and promotes academic growth.

4. We believe that all staff should receive ongoing training which addresses the needs of limited English proficient students.

5. We believe that collaboration among home, school, and community is imperative in meeting the needs of the whole child.

6. We believe in developing and maintaining the self-esteem of each student.

7. We believe that the English as a Second Language and Bilingual Education programs should be evaluated regularly.

9. We believe that sufficient time for learning the English language should be provided in an accepting environment.

10. We believe in increasing the hiring and maintaining the number of multicultural and bilingual staff as role models for all students.

CONTEXT EVALUATION

Policies, Standards and Regulations

Federal and state laws, as well as district policies and standards, provide direction to the Office of Intercultural Programs in the efforts to ensure equitable educational and employment opportunities.

Desegregation

1993 Iowa Code, Chapter 256 (11). School boards shall take affirmative steps to integrate students in attendance centers, programs and courses on the basis of race, national origin, gender, and disability.

1976 Memorandum of Understanding with Office for Civil Rights (OCR). An agreement signed by district officials and OCR officials that promises realistically to remedy the areas of noncompliance cited in the September 20, 1976, letter from OCR. The three basic features were procedures to reduce minority pupil isolation, to monitor the District's Affirmative Action Plan, and to ensure educational services for national origin minority (Hispanic) students.

1993 Board Policy Series 600 Code 638 Desegregation. - Stipulates that action shall be taken to prevent and/or eliminate segregation of students by reasons of race, gender, national origin, or economic status in educational programs and activities throughout the District. It also provides that actions shall be taken to integrate students in attendance centers, course offerings, educational programs, and activities. Appropriate action shall be taken, when and however possible, to eliminate those factors that may cause the District's total minority/non minority student ratio to become further disparate from the student populations of contiguous school Districts.

Multicultural Nonsexist Education

1985 Iowa Code Chapter 256(11). The State Board promulgated rules to require that a multicultural, nonsexist approach is used by school districts. The educational program shall be taught from a multicultural, nonsexist approach.

1979 Iowa School Standards 670-12.5(8). Requires the Board of Directors establish a policy to ensure the district is free from discriminatory practices in educational programs and established a written plan for maintaining a multicultural, nonsexist educational program. The plan should have specific goals and objectives with implementation timelines, provisions for infusion of the concepts into the curriculum, a description of in-service for all staff, and evidence of systematic input by men and women, minority groups, and the disabled in developing and implementing the plan.

1990 (Revised) Board Policy Series 600 Code 614, Educational Equity . - Prohibits unlawful discrimination on the basis of sex, race, color, national origin, religion, creed, marital status, sexual orientation or disability in educational programs and activities.

ESL/Bilingual Education

1984 Bilingual Education Act. Addressed the need for increased flexibility in the implementation of programs by giving the local school district a greater voice in deciding how students would be taught. It stipulated that parents take a greater role in education and should be kept more informed about program alternatives.

1993 Iowa Code, Chapter 280, Section 280.4. Rules that schools provide special instruction for non-English speaking students in the form of English language instruction and/or a transitional bilingual education program. This instruction continues until the student "demonstrates a functional ability to speak, write, read and understand the English language."

Non-Discrimination and Affirmative Action

1990 (Revised) Board Policy Series 400 Code 411, Working Relationships. - Prohibits acts of intolerance or harassment toward employees or students because of age, race, creed, color, sex, marital status, national origin, religion, sexual orientation, or disability or other factors that are not related to the individual's employment or education.

1990 (Revised) Board Policy Series 400 Code 412, Non-Discrimination and Equal Employment Opportunity . - Provides for equal employment opportunity and will not discriminate against individuals on the basis of age, race, creed, color, sex, marital status, national origin, religion, or disability. It also prohibits discrimination against an applicant or employee on the basis of sexual orientation.

1992 Board Policy Series 400 Code 402.1, 402.2, and 454; Series 600 Code 601; Title VI and VII of the 1964 Civil Rights Act, Title IX of the 1972 Education Amendments, Section 504 of the Rehabilitation Act of 1973, and the American With Disabilities Act of 1990, Section 504. - Protects the civil and constitutional rights of persons with a disability. The mandate states that no person with a disability (including a hidden disability) can be excluded from or denied benefits of any program receiving or benefiting from federal financial assistance.

1994 (Revised) Board Policy Series 400 Code 454, Sexual Harassment . - Maintains a learning and working environment free from any form of sexual harassment or intimidation toward personnel and students on school property, on school time, at a school-sponsored activity, or in a school-related context.

Program Descriptions

Intercultural Programs oversees a variety of equity related programs and activities that are included in the Des Moines Desegregation Plan. The following outlines the components of the Plan and the the implementation strategy activities.

School Desegregation

The Des Moines Public Schools' desegregation/integration efforts have evolved over the past three decades into a complex weave of policies, procedures and programs.

The foundation of the comprehensive desegregation plan is the commitment made by the Board of Directors through specific board policies and administrative procedures and the Memorandum of Understanding with the Office for Civil Rights in Education. The terms of agreement and the corresponding programs and activities used to ensure compliance with the 1976 Memorandum of Understanding are as follows:

1. *Pupil Assignment Commitment* - the District agreed to comply with the State Guidelines on Nondiscrimination that stipulate that no attendance center shall be more than twenty (20) percentage points above the districtwide minority student percentage. The District also agreed to reduce minority group isolation by developing plans that may have included but were not limited to the closing, pairing, or clustering of existing elementary schools; the

adjustment of school boundaries; and the continuation of existing voluntary programs such as the Voluntary Transfer and Magnet School Programs.

The implementation strategies have been:

Individual Attendance Centers - Individual attendance centers have been monitored to ensure that they comply with the state guidelines on nondiscrimination in Iowa schools.

Within-District Open Enrollment - The District has identified centers or portions of centers open to within-district open enrollment. Open enrollment transfers may not cause a school's minority percentage to exceed the District's minority percentage by more than 15 percentage points at the elementary, middle, or high school levels.

Between-District Open Enrollment - The District has identified centers or portions of centers open to between-district open enrollment. Open enrollment transfers may not cause a school's minority percentage to exceed the District's minority percentage by more than 15 percentage points at the elementary, middle, or high school levels. Additionally, the District will deny a request for open enrollment transfer if it is found that the release (or enrollment) of a student will adversely affect the District's existing minority/non minority ratio identified by the District's certified enrollment.

Voluntary Transfer Program (VTP) - Through the Voluntary Transfer Program, the District has demonstrated its commitment to providing students with a variety of unique opportunities for academic experiences in multicultural settings. Minority students have been encouraged to attend receiving schools where there have been a higher percentage of non minority students, while non minority families have been encouraged to attend the schools with a higher percentage of minority students. District transportation has been provided to both groups. Voluntary Transfer Program receiving schools for minority students include Findley, Hubbell, Madison, McKee, Moore, Park Avenue, Windsor, Woodlawn, and Wright Elementary Schools; and Brody, Hoyt, Meredith and Merrill Middle Schools. Receiving schools for non minority students include Edmunds and King Elementary Schools; Brody, Callanan, Meredith and Merrill Middle Schools; and Roosevelt, Hoover and Lincoln High Schools.

Extended Day Kindergarten (EDK) - As an incentive for minority and non minority students to become involved in the Voluntary Transfer Program, parents have elected to send their child to one of ten full-day kindergarten classes offered at elementary receiving schools. Special programs have provided additional social and educational opportunities for students to strengthen their listening, movement, visual, and social skills. Children work at their own pace in discovering, manipulating, and exploring. Acceptance for enrollment in the Extended Day Kindergarten program has been based upon the age of the child, a balance of minority and non-minority students, class size, male/female balance and an expression of the parents' willingness to become involved in the program. These classes have been located at Findley, Hubbell, Madison, McKee, Moore, Park Avenue, Windsor, and Woodlawn Elementary Schools. Non-minority students from throughout the District have been encouraged to participate in EDK classes at the two magnet schools, Edmunds Academy of Fine Arts and King-Perkins Magnet Schools. A lottery has been held the first Monday in April to select students for the ensuing school year.

Magnet Schools - King/Perkins and Edmunds Academy of Fine Arts have been neighborhood schools with magnet components. Non minority students from throughout the District have attended these elementary schools through the Voluntary Transfer Program. To attract students from throughout the District, each magnet school provides a unique educational opportunity for students. King/Perkins magnet school specializes in

science and computer education, which is integrated throughout the curriculum with state-of-the-art technology. Edmunds Fine Arts Academy emphasizes art, music, and movement in the curriculum. Spanish and a full-time gifted and talented program are also provided. The Moulton Extended Learning Center maintains a small pupil/teacher ratio to provide additional social and educational opportunities for students to strengthen their listening, movement, visual, and social skills. Moulton also offers a modified schedule with a school calndar that enhances teaching and learning with 20 more days of learning to enrich regular classroom education.

Paired Schools - Students living in the King/Perkins attendance area have been assigned to King/Perkins School. Students attend kindergarten through Grade 2 at King and Grades 3 through 5 at Perkins. Students living in the Rice/Monroe attendance area have been assigned to the merged schools. Those living in the former Casady Elementary School attendance area have been assigned to Rice/Monroe. Students attend kindergarten through Grade 2 at Rice and Grades 3 through 5 at Monroe.

Equity Audit System - The Equity Audit System has been designed to assist building and district administrators assume the role of equity manager. It is a monitoring and evaluation system to ensure equal educational opportunities in programs and activities. This system has allowed administrators the opportunity to work with their stakeholders to analyze data and implement proactive strategies. The Equity Audit System includes documentation of activities related to nondiscrimination policies and complaint procedures, sexual harassment awareness, extra and co-curricular activities, suspensions, multicultural nonsexist activities, and various government surveys. A District Equity Audit System has been distributed to non building administrators. It has been a condensed version that outlines activities related to informing employees about their civil rights and ensuring diverse representation on district committees.

Minority Achievement Program - The Minority Achievement Program (MAP) has been a proactive plan to increase opportunities for success. Through these unique partnerships, the District, along with colleges, universities, community agencies and organizations work to ensure more active minority participation in higher education and other quality career endeavors. MAP provides a vehicle to coordinate 43 opportunities for minority students in grades 6 through 12. The district MAP coordinator is responsible for assisting and supporting the building staff in the implementation of the MAP activities, coordinating and implementing the Minorities in Teaching Program with the University of Northern Iowa, and coordinate the Iowa Minority Academic Grants for Economic Success (IMAGES) so students can earn the maximum number of vouchers to apply toward their college education. In February, 1991, building MAP coordinators were appointed at each of the secondary schools and received implementation training. Now, there are 26 MAP Coordinators to serve the growing minority population. They are responsible for a formal assessment of their students' basic career orientation and preference, evaluation of leadership potentials and matching students with various opportunities.

2. *Faculty and School Administrator Assignment Commitment* - The District agreed to maintain and monitor the District's Affirmative Action Plan with special emphasis on staff and administrative assignments.

The implementation strategies have been:

Nondiscrimination, Equal Employment Opportunity, and Affirmative Action Plan - This plan has reaffirmed previous school district policies and responsibilities for equal employment opportunity and nondiscrimination in recruitment, selection, assignment, promotions, compensation and benefits, and professional growth experience. The plan has

been supported by the District's policy not to discriminate on the basis of gender, race, color, national origin, religion, creed, marital status, or sexual orientation.

Discrimination Compliance - A concerted effort has been made to inform staff, students, parents, and school volunteers of their right to complain if they perceive discrimination has occurred based on race, creed, color, sex, marital status, national origin, religion, sexual orientation, or disability. Each year, the District nondiscrimination statement and an abbreviated version of the complaint procedure has been released to the media, placed in the District employee newsletter, and published in school newsletters. A poster has also been placed in all district facilities. The Director of Intercultural Programs is the complaint officer and process all formal complaints. Informal sexual harassment complaints are processed by the Intercultural Programs coordinator and informal Section 504 complaints are processed by the ESL/Bilingual Coordinator. Informal sexual harassment complaints and informal Section 504 complaints are processed by the Intercultural Programs Coordinator.

Career Opportunity Program (COP) 2000 - COP 2000 has been a collaborative effort of Drake University, Des Moines Area Community College and the Des Moines Public Schools. The purpose of the program has been to increase the number of minority teachers by providing minority classified employees with the necessary coursework to meet the criteria for teacher certification for the State of Iowa. The District has provided support systems to ensure that participants can successfully complete the program requirements, so they can be hired as teachers in Des Moines Public Schools.

Sexual Harassment - A review of the District's efforts to implement the sexual harassment policy and curriculum at the elementary and secondary level has enhanced the awareness of the entire staff and informed students at all educational levels. The Intercultural Programs Coordinator has been designated as the Sexual Harassment Complaint Officer. The number of complaints have increased and will mushroom as staff and students become aware of their right to the complaint process. The sexual harassment curriculum is offered to students at all educational levels (elementary, middle and high) on a scheduled basis. New staff members receive training in the fall and veteran staff receive training throughout the school year. Brochures and flyers have been translated into Spanish and Bosnian languages. Sexual harassment training is provided on an ongoing basis to staff and administrators.

Cross-Cultural Awareness Training - All district employees have been required to take training entitled, "Bridging the Gap Between Cultures." The Director of Intercultural Programs presents a two-hour workshop. At the conclusion of the training, participants develop an action plan to promote cultural awareness among students, staff, and parents. Training is also provided to staff and students upon request of the local buildings.

Multicultural, Nonsexist Education Plan - The plan has provided a comprehensive districtwide process to ensure that curriculum content, instructional materials, and educational activities reflect the diversity present in the United States and the wide variety of careers, roles, and lifestyles open to all persons in our society. It has fostered respect and appreciation for diversity and an awareness of the rights, duties, and responsibilities of each individual as a member of a pluralistic society. A wide variety of staff development and technical assistance is provided to the staff. The plan has been updated annually.

3. *Provision of Educational Services To National Origin Minority Children Commitment* - The District agreed to ensure that limited English proficient students effectively participate in the educational programs offered by the District.

The implementation strategies have been:

Bilingual Programs - A bilingual program was established at McKinley Elementary School in 1976 to provide instruction in the Spanish language for Spanish-speaking pupils. Bilingual education has been an educational process which involves the use of two or more languages to teach concepts and/or skill development in the student's first language until students are sufficiently proficient in English. ESL teaching strategies are also an integral component of bilingual education programs. The current bilingual program has been expanded to Brooks, Lovejoy, Mann, McKinley and Willard Elementary Schools, Weeks Middle School, and Hoover High School.

English As A Second Language Program - The English as a Second Language Program (ESL) has provided students of many native language groups an opportunity to become proficient in listening, speaking, reading, and writing English. ESL programs are offered at the following schools: Adams, Granger, Greenwood, Hillis, Moore, Wallace and Windsor Elementary Schools; Callanan, and Harding Middle Schools; North, Hoover, Roosevelt High Schools, and Central Campus.

Bilingual Community Liaison/Advisor Program - The Bilingual Community Liaison/ Advisor Program has provided support for limited English proficient students and their families. The advisors served as coordinators for the MAP, the Affirmative Action and the National Asian Family School Partnership programs. They have coordinated the translating services for Southeast Asian and Latino families for special school conferences, emergencies, and other situations to alleviate having native language tutors being pulled from their classroom responsibilities. In addition, the liaison/advisors have coordinated special counseling and informational sessions with resource speakers for secondary ESL and bilingual classes. This has been done in cooperation with the building principals, guidance counselors, and ESL teachers. They have also been involved in drop-out prevention and college bound activities for students. They provide cross-cultural presentations/training to students, staff, business, and community groups. The Bilingual Community Liaison/Advisors also provide consultation, direction, and meetings with parents, community leaders and school personnel regarding the needs of the S.E. Asian, Latino and other newcomer students. The liaison/advisors have served as a link between the District and the various S.E. Asian and Latino community leaders and organizations. They also serve as district representatives on various boards and committees at the local, state, and national level.

Other Equity Activities

Minority Community Relations - The Intercultural Programs staff served as a link between the district and the minority communities. For the past eight years, annual parent workshops have been held in the African American, Asian, and Hispanic communities. The staff has represented the District on a wide variety of community boards and served as advocates for minority families.

Transportation Climate Committee - The Director of Intercultural Programs meets monthly with the Transportation Climate Committee to help resolve concerns among the employees and enhance the organizational climate. Representatives of each of the employee work groups meet to review concerns and/or suggestions placed in the suggestion box. The Director publishes a monthly newsletter that contains a summary of the Climate Committee deliberations and other information of interest to Transportation Department employees. The newsletter, The TransAction, helps reduce rumors and inaccurate information about a variety of issues.

Educational Equity Advisory Committee - Committee members who reflect a broad representation of stakeholders in the community have met monthly to review equity issues and make recommendations to the administration. The body is one of the state mandated committees. However, the Educational Equity Advisory Committee was functioning before enactment of the legislation.

English As A Second Language/Bilingual Programs (a more detailed description)

Since 1975, the Des Moines Public Schools has provided English as a Second Language (ESL) and Bilingual Programs for Limited English Proficient students. The programs began with 275 students and have increased so that currently over 1800 students are receiving ESL/bilingual instruction.

What is English as a Second Language (ESL)?
ESL is the teaching of English to students whose first language is not English. There is a curriculum and specific teaching strategies used to help children acquire English language skills. The ESL program is offered at eight elementary schools, two middle and four high schools.

What is Bilingual Education?
Bilingual education is an educational process which involves the use of two or more languages to teach concepts and/or skill development. ESL teaching strategies are also an integral component of bilingual education programs. The Bilingual Program was initiated in 1976 to provide instruction in two languages for Spanish-speaking students. Bilingual classes are now offered at five elementary schools, one middle and one high school.

The goals of the ESL/Bilingual programs are as follows:

- To educate limited English proficient students to the same rigorous standards as all other students in the school district.
- To teach the English language, including listening, speaking, reading and writing skills.
- To provide students with an opportunity to progress academically with their peer group by using tutor assistance in their first language.
- To foster positive attitudes toward school and positive self-concepts.
- To assist students in understanding and functioning within the American society.
- To promote pride in the students' cultural and linguistic backgrounds.
- To involve families and community leaders in the educational process in order to make education a cooperative effort between home and school.

What are the program components?
The ESL/Bilingual program addresses the goals through several different approaches. These different program components have been designed according to student's age and level of English language proficiency in keeping with the recommended best practices of organizing different levels of instruction for different English learners, "*there are stages of English language development and appropriate instructional methodologies for each stage.*" (August, D. and Pease-Alvarez, L. Attributes of Effective Programs and Classrooms Serving English Language Learners). All of the program components contain specific ESL teaching strategies and the use of native language instruction or tutoring.

Components of the ESL/Bilingual Program

Component	Description	Grades	Schools
Extended Day Kindergarten	Students learn regular kindergarten curriculum with extensive language development.	Kindergarten	Adams Brooks Lovejoy McKinley Moore
Semi-immersion Reading	Students receive primary reading and language arts instruction from ESL teacher.	1-5	Adams Granger Moore
ESL Resource	Students receive English instruction in a pull-out setting for part of the day.	Kindergarten through 5	Adams Brooks Granger Greenwood Hillis Mann McKinley Moore Wallace Willard Windsor
ESL Classroom Collaboration	ESL teacher works within the regular classroom to aid students to acquire academic skills.	1-5 6-8 9-12	Adams McKinley Weeks North Roosevelt
Bilingual Reading Instruction	Spanish-speaking students develop reading and language arts skills in first language while developing English skills.	1-5 6-8	Brooks Lovejoy Mann McKinley Willard Weeks

Components of the ESL/Bilingual Program (Continued)

Component	Description	Grades	Schools
Literacy Survival Class	Students new to the country with no prior education receive one semester of intensive instruction in English, math, native-language literacy, and survival skills.	3-5 6-9	Madison Central Campus
Content-based Instruction	Students receive instruction from ESL teacher in English language arts through integrated science and social studies curriculum.	1-5	Lovejoy
ESL Language Arts Classes	Students receive instruction in all language arts areas, including reading and spelling in regularly scheduled periods of the day.	6-8 9-12	Callanan Harding Weeks Hoover North Roosevelt
ESL Social Studies	Students receive instruction in American history, world history, economics and government through a sheltered-English approach.	9-12	Hoover North Roosevelt
ESL Math	ESL students receive math instruction through a sheltered-English approach.	9-12	Hoover North Roosevelt
Newcomer Program	Students new to the country receive intensive language instruction and concept development for a half day.	6-8 9	Callanan Harding Weeks Central Campus
CALP (Cognitive Academic Learning Program)	Second year high school students receive American history and language arts instruction for a half day.	9-11	Central Campus

How much time do students spend in ESL/Bilingual programming each day?
The amount of time students spend in ESL/Bilingual programming each day depends on the students level of proficiency in English, the grade level and the amount of prior educational background that the student has had. Usually the programming would be as follows:

A newcomer to this country with no prior education	4-6 periods daily
A newcomer with education	3-4 periods daily
Second year students	2-3 periods daily
Third year and more advanced students	1-2 periods daily

At the middle and high school level, periods are scheduled periods of the school day. At the elementary level, periods range from 25 to 60 minutes depending on the scheduling arrangements of the building. While the students are receiving ESL or bilingual support, they participate in as many classes with their English-speaking classmates as possible, beginning with math, music, art and physical education. As their English language skills improve, they participate in additional classes.

What is the average length of time students spend in the ESL/Bilingual Program before they are exited?
Students spend an average of 4.5 years in the program.

What native-language support is available for limited-English proficient students?
In the ESL/Bilingual programs, twenty-six (26) native-language tutors from eight (8) language groups provide a link between the first and second languages for students acquiring English. They are available to provide bilingual support for staff and the students' families. The tutors also provide the students with positive role models and assist the students on their path toward academic success. In some schools, the teacher may speak the native language of the students and use this skill to help the students learn.

What are the language groups served?
The major language groups served in order of numbers of ESL students are: Spanish,Vietnamese, Bosnian, Lao, Nuer, Thai Dam, Cambodian, and Hmong. Other language groups served include: Arabic, Cebuano, Chinese, Dutch, German, Gujarata, Guyanese, Hindi, Japanese, Korean, Latuko, Malayalam, Polish, Russian, Tagalog and Thai.

What percentage of program students are transported by bus to the ESL centers?
Approximately 70 percent of the students receive transportation.

How many ESL students are served in their neighborhood school?
Approximately 30 percent of the program students live within walking distance of their home school where program services are provided.

ESL/Bilingual Enrollment by Schools

(As of April, 1997)

ESL ELEMENTARY SCHOOL	EDK*	KDGN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	TOTAL
Adams*	26	N/A	22	24	21	18	23	**134**
Granger	N/A	8	9	9	22	10	10	**68**
Greenwood	N/A	12	6	8	22	9	10	**67**
Hillis	N/A	6	10	15	10	18	16	**75**
Moore*	31	N/A	19	23	16	12	8	**109**
Wallace	N/A	4	12	13	19	7	5	**60**
Windsor	N/A	3	10	5	11	8	16	**53**
Holy Family	N/A	9	4	5	1	4	2	**25**
Subtotal	**57**	**42**	**92**	**102**	**122**	**86**	**90**	**591**

BILINGUAL ELEMENTARY SCHOOL	EDK	KDGN	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	TOTAL
Brooks*	31	N/A	28	34	22	22	23	**160**
Lovejoy*	20	N/A	19	18	13	13	17	**100**
Mann	N/A	12	4	11	6	8	2	**43**
McKinley*	10	N/A	25	25	20	16	20	**116**
Willard	N/A	20	14	19	16	15	13	**97**
Subtotal	**61**	**32**	**90**	**107**	**77**	**74**	**75**	**516**
TOTAL ELEMENTARY ENROLLMENT	**118**	**74**	**182**	**209**	**199**	**160**	**165**	**1107**

* EDK = Extended Day Kindergarten

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ESL/Bilingual Enrollment by Schools

(As of April, 1997)

MIDDLE SCHOOL	GRADE 6	GRADE 7	GRADE 8	TOTAL
Callanan	20	26	26	72
Harding	50	29	31	110
Weeks	37	38	36	111
TOTAL MIDDLE SCHOOL ENROLLMENT	**107**	**93**	**93**	**293**

HIGH SCHOOL	GRADE 9	GRADE 10	GRADE 11	GRADE 12	TOTAL
Hoover	64	57	36	29	186
North	33	46	13	30	122
Roosevelt	33	53	21	30	137
Project SPEAK (Central Campus for all day for 1 semester)	9	N/A	N/A	N/A	9
TOTAL HIGH SCHOOL ENROLLMENT	**139**	**156**	**70**	**89**	**454**
GRAND TOTAL	**N/A**	**N/A**	**N/A**	**N/A**	**1854***

* Although we use the official September enrollment figures to provide consistency when making reports, this reflects the most recent total of number students served in the program.

ESL/Bilingual Enrollment by Language Group

(As of April, 1997)

LANGUAGE GROUP	KINDERGARTEN	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL	TOTAL
Spanish	95	433	130	118	776
All Asian*	44	324	94	181	643
Bosnian	35	98	45	90	268
Nuer (Sudanese)	17	38	20	54	129
All other Languages**	1	22	4	11	38
GRAND TOTAL	**192**	**915**	**293**	**454**	**1854***

* Asian languages include Cambodian, Chinese, Gujarata, Hindi, Hmong, Japanese, Korean, Lao, Malayalam, Punjabi, Tagalog, Thai, Thai Dam, and Vietnamese.

** Other languages include Arabic, Cebuano, Dutch, French, Guyanese, Kurdish, Latuko, Polish, Russian, and Swahili.

INPUT EVALUATION

Sources of Revenue

External Funding Source	Description	1996-97 Funds Received
State of Iowa Weighted Formula for Non-English Speakers	Additional monies from the state are brought into the general fund for each student served in the ESL program for less than three years. Each student is counted as an additional .19 student and extra monies received accordingly.	$845,678.00
Emergency Immigrant Education Act Funds	As the Federal government is aware that an influx of new students can arrive that has not been planned for in the budget, some provision to assist school districts has been allotted in the Federal Emergency Immigrant Education Act. Additional funds are provided for school districts with at least 500 students or 3% of the school population new to this country in the last three years. As Des Moines met these criteria with over 500 new students, we received funds from this grant.	$66,332.00
Title VII (Project SPEAK) Funds	In 1995, the staff of the Intercultural Programs wrote a proposal for a title VII Bilingual Education Program Enhancement grant to meet the needs of increasing numbers of Sudanese, Bosnian and Spanish-speaking students arriving in Des Moines. The Des Moines proposal for Project SPEAK (Student Parent Empowerment and Knowledge) was approved as one of 99 out of 700 applicants funded.	$109,400.00
Subtotal External Revenue for ESL/Bilingual Program		**$1,021,410.00**
General Fund Revenue for ESL/Bilingual Program, 1997		**$1,520.346.00**
Total ESL/Bilingual Revenue		**$2,541,756.00**
General Fund Revenue for Desegregation and Equity Programs		$1,101,966.00
Total Revenue for Intercultural Programs 1996-97		**$3,539,482.00**

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Expenditures

Description		1996-97 Expenditures
Teacher Salaries:		
English as a Second Language:		
13.5 Elementary		$464,816.00
4.5 Middle School		$173,389.00
10.5 High School		$363,735.00
Bilingual Program:		
12 Elementary		$330,220.00
2 Middle School		$60,651.00
1 High School		$28,644.00
43.5 Teachers	*Total Teacher Salaries*	*$1,421,455.00*
Average Salary - $32,677.00		
Native Language Tutor Salaries:		
English as a Second Language:		
17 Tutors		$326,384.00
Bilingual Program:		
8.3 Tutors		$154,611.00
25.3 Tutors	*Total Tutor Salaries*	*$480,995.00*
Average Salary - $19,012.00		
Project SPEAK	*Total Salaries*	*$92,990.00*
Family Worker, Literacy Teacher, Tutor		
	Subtotal All Salaries	*$1,995,440.00*
In-service Expenditures		
ESL/Bilingual		$5,000
Project SPEAK		$2,000
	Total Inservice	*$7,000.00*
Material Resources Expenditures: A large portion of the budgeted funds for the ESL/Bilingual supplies were appropriated to each of the 19 building sites for site-based decision-making on use of funds.		
ESL/Bilingual Supplies/Printing		$10,650.00
Project SPEAK		$11,150.00
	Total Material Resources	*$21,800.00*
Transportation Costs (For 1291 students)		*$517,516.00*
TOTAL ESL/BILINGUAL PROGRAM EXPENDITURES		**$2,541,756.00**
External Revenue funding per student		$611.00
General Funds Revenue funding per student		$910.00
Total Expenditure per student for 1996 September enrollment count of 1671		$1,521.00

The difference between revenue and expenditures for the ESL/Bilingual Programs are disbursed from the General Fund.

Desegregation and Equity Programs

Revenue

The Office of Intercultural Programs addresses the desegregation and equity programs of the district primarily through funding of the General Fund. This includes the salaries of the Director, secretary and Voluntary Transfer Program associates. The cost of in-services, supplies, and other costs of the programs also come from the General Fund.

The Bilingual Community Liaison Advisor for Asians and the .5 Hispanic Community Liaison Advisor are funded through the General Fund.

The .5 Minority Achievement Program District Coordinator and building coordinators are included in the Drug-Free Schools and Communities allocation.

Expenditures

Description	1996-97 Expenditures
Voluntary Transfer Program	
Associates (10 FTE)	$83,788.00
Supplies	$1,000.00
Subtotal	*$84,788.00*
Multicultural, Nonsexist Education	
Cross-cultural Awareness Training and home visits for EDK *Subtotal*	*$7,900.00*
Intercultural Programs Staff	
Director	$62,241.00
ESL/Bilingual Coordinator	$43,883.00
Intercultural Programs Coordinator (1.0)	$42,858.00
Bilingual Community Liaison Advisors (1.5)	$51,809.00
Secretary	$23,720.00
Benefits for all salaries	$67,353.00
Subtotal Salaries	*$291,864.00*
Supplies	$1,250.00
Equipment	$1,958.00
Subtotal	*$295,072.00*
Transportation Costs for Total Desegregation Plan (1845 students)	*$623,206.00*
TOTAL DESEGREGATION AND EQUITY EXPENDITURES	**$1,101,966.00**
TOTAL INTERCULTURAL PROGRAMS EXPENDITURES	**$3,539,482.00**

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Instructional Materials In Use Expenditures

The ESL/Bilingual Program was included in the district instructional materials selection cycle in 1990. During the years 1991, 1992, and 1993, materials were purchased for elementary, middle and high school levels of ESL and bilingual classes. New instructional materials will not be selected until 1999-2000 when the middle school ESL program is on the Instructional Materials Selection Cycle. Materials currently in use are outlined below:

Level	Title	Cost	Purchase Year
Elementary ESL/Bilingual	Addison-Wesley ESL Series	$5,284.00	1992
	Ideas for Literature	$6,173.00	1992
	Carousel of Ideas	$3,417.00	1992
	Global Child, Multicultural Resources for Young Children	$239.00	1992
	Cultural Awareness for Children	$384.00	1992
Bilingual	Hagamos Caminos Reading Series	$2,540.00	1992
	HBJ Lectura	$1,795.00	1992
Middle School ESL/Bilingual	Intercom 2000	$3,578.00	1991
	Beginner's English Reader	$217.00	1991
	Carousel of Ideas - Set I	$687.00	1991
	Project Achievement: Reading/ Writing	$1,559.00	1991
	Write on to Reading Book I	$159.00	1991
High School ESL/Bilingual	Vista: An Interactive Course in English	$3,280.00	1993
	Clear Speech	$154.00	1993
	Pronunciation Pairs	$140.00	1993
	Voices In Literature	$1,500.00	1993
	Language Development Through Content: Our People and Their Stories	$348.00	1993
Central Campus ESL/Bilingual	Building Bridges	$1,738.00	1993
	In Contact	$233.00	1993
	Explore America	$2,002.00	1993
	Spotlight on Literature	$498.00	1993
	Practical English I	$360.00	1993
	Grammar in Action	$600.00	1993

Community Resources

The success of Intercultural Programs is enhanced by the involvement and support of a wide variety of agencies, organizations, and higher education institutions. They have provided monetary and human resources with short and long-term commitments.

The following agencies and organizations worked closely with Intercultural Programs staff to provide various opportunities for students, staff, and parents.

A Better Chance Program
African American Action League
Aging Resources of Central Iowa
Alpha Kappa Alpha Sorority, Inc.
American Red Cross
Ang Kor Wat Friendship, Inc.
Asian American Council
Association of African American Role Models
Black Ministerial Alliance
Blacks In Management, Inc.
Black Independent Education Committee
Broadlawns Hospital Outreach Program
Bureau of Refugee Services
Central College
Children and Adults with Attention Deficit Disorder
Central City Optimists
The Close Up Foundation
Council for International Understanding
Children and Families of Iowa
The Communicator, Newspaper
Delta Sigma Theta Sorority, Inc.
Des Moines Area Community College
Des Moines Black Child Development Institute, Inc.
Des Moines Police Department, Crime Prevention
Des Moines Register
Department of Justice
Drake University, Hispanic Advisory Council
Drake University, La Fuerza Latin
Employee and Family Resources
Gay and Lesbian Resource Center
Good Samaritan Homes
Grandview College
Grinnell College
Heartland Area Education Agency
Heartland AEA 504 Coordinators
Hispanic Educational Resources
Hispanic Coalition Service Providers
Hispanic Ministry
Homes of Oakridge
House of Mercy
Iowa Alliance of Black School Educators
Iowa Commission on Latino Affairs
Iowa Commission on the Status of Women
Iowa Refugee Action Council
Iowa State University
Jack and Jill, Inc.
Junior Achievement of Central Iowa
Junior League of Greater Des Moines
KUCB Radio Station
Latino Advisory Committee
Latinos Unidos
The Lao Family Community, Inc.
League of United Latin American Citizens
Links, Inc., Des Moines Chapter
Lutheran Social Service/Catholic Social Service
Refugee Cooperative Ministry
Martin L. King Community Planning Committee
Moingona Girl Scouts
NAACP, Des Moines Branch
North Central Regional Educational Laboratory
One's Self-Acutualizing and Communication Skills
Planned Parenthood of Central Iowa
Polk County Health Department
Principal Financial
Simpson College
Society of Thai Dam American Friendship
Student Assistance Program
Tai Study Center
Trinity Lutheran Church
United Mexican American Cultural Center
United Way
University of Iowa
University of Northern Iowa
Urban Dreams
Urban Education Network
Vietnamese Evangelical Community
Wat Lao Buddhavath of Iowa
YMCA and YWCA of Greater Des Moines
Young Feminist Corps

PROCESS EVALUATION

Communication Network

In order to accomplish the work of Intercultural Programs, the Director regularly attends the Teaching and Learning Division Cabinet, the Administrative Council, and the Superintendent's Cabinet. Because the responsibilities require interaction with the Teaching and Learning Division as well as the Management Services Division, the Intercultural Programs staff meets with staff, students, parents, and community members based on the assigned duties. Regular staff meetings are held to discuss common problems, review objectives, and make decisions relative to programs and other equity issues.

Staff Responsibilities for 1996-97

Director of Intercultural Programs

It is the responsibility of the Director of Intercultural Programs to provide leadership, guidance, and support to the entire staff. It is also the responsibility of the Director to maintain the quality of educational programs and activities under the jurisdiction of the Office of Intercultural Programs.

Organizational Tasks:

The organizational tasks to be performed by the Director include planning and implementing programs, evaluating both personnel and programs, establishing effective communication with all department in all divisions regarding school desegregation, multicultural, nonsexist education, human relations, affirmative action, and other educational equity issues, providing assistance to staff, parents, and students in processing formal discrimination complaints; and establishing effective communication with and providing educational workshops for minority parents.

Successful performance is expected by the Associate Superintendent for Teaching and Learning, the Superintendent, and the Board of Directors in the management of the various programs and in maintaining a positive working relationship with the entire staff and publics. The Director is also expected to represent the Des Moines Public Schools on various boards, committees and at conferences at the local, state, regional, and national levels.

Organizational Relationships:

The Director reports to the Associate Superintendent for Teaching and Learning. She directly supervises two program coordinators, one half-time Minority Achievement Program coordinator, one and one half Bilingual/ESL Community Liaison Advisors, twenty-five bilingual tutors and one secretary.

Responsibility Statement Objectives:

WEIGHT (%)	OBJECTIVE
25%	1. Support and maintain the school desegregation program by: a. Coordinating the revised Voluntary Transfer Program. b. Assisting with the planning and implementation of the Moulton Alternative School in conjunction with the building principal and the Department of Elementary/Early Childhood Programs.

c. Coordinating cross-cultural sensitivity training for two schools in conjunction with the Directors of Elementary/Early Childhood Programs and Middle and High School Programs and each building principal and three other employee groups.

15% 2. Support and maintain the English As A Second Language and Bilingual Programs by:
   a. Coordinating the enrollment and placement of limited English proficient students in conjunction with building principals.
   b. Coordinating the expansion of the ESL/bilingual program if necessary.
   c. Continuing effective communication with building principals and staffs regarding ESL/bilingual curriculum and support services available.

15% 3. Support and maintain the District's multicultural, nonsexist education plan by:
   a. Coordinating in-services and workshops to meet the 1996-97 objectives in conjunction with the curriculum supervisors and non-instructional employee group administrators.
   b. Assist with any building level MCNS initiatives as outlined in their objectives.
   c. Coordinate the Educational Equity Advisory and the Sexual Orientation Advisory Committees.

15% 4. Support and maintain the District's Affirmative Action efforts by:
   a. Coordinating the implementation of the revised of the Affirmative Action Plan.
   b. Working in cooperation with the Human Resources Department in affirmative action efforts.
   c. Assisting with the coordination of the Minority Achievement Program (MAP) which serves as a clearinghouse of various programs and projects for minority students in conjunction with Middle and High School Programs and MAP building coordinators.
   d. Assist with the coordination of the COP 2000 Program.

10% 5. Support and maintain a positive relationship with minority communities by:
   a. Providing parent workshops by ethnic groups based on the needs outlined by each specific group.
   b. Co-sponsoring and assisting with the implementation of community activities designed for minority youth.
   c. Representing the District on various boards, committees and special events in the minority communities.

10% 6. Coordinate the process for discrimination complaints by:
   a. Working with building principals to insure that staff, students, and parents are informed of the District's complaint procedure.
   b. Assisting complainants with the formal complaint process in conjunction with district administrators.
   c. Completing the formal responses to complaints filed against the District and/or employees from civil rights agencies and working in conjunction with the District's legal counsel and affected employees in completing the responses.
   d. Coordinate the awareness training for staff, students, and parents about the sexual harassment policy and procedures as well as prevention activities.
   e. Coordinate the process for addressing Section 504 complaints especially in reference to Attention Deficit Disorder.

10% 7. Meet the organizational tasks and performance expectation of the Associate Superintendent for Teaching and Learning by:
   a. Serving on the Superintendent's cabinet, Administrative Council, the Strategic Planning Committee and attending meetings of the Board of Directors.

b. Serving on the Teaching and Learning Cabinet.
c. Serving on the Pupil Assignment Council and the Expulsion Investigation Team.
d. Completing the Race Equity Review Report and other federal and state forms that must be completed each year by gathering data from other district personnel. This includes working with Student Services to develop a method to identify homeless students.
e. Completing any other tasks assigned.

Primary responsibilities of ESL/Bilingual Programs Coordinator

1. Coordinate identification, enrollment, and placement of limited English proficient students.
2. Supervise and schedule native language tutors.
3. Provide consultative support to ESL staffs and schools.
4. Coordinate collection, management of data, and reporting as needed for local, state, and federal reports.
5. Monitor program delivery, especially student/teacher ratios, and facilitate planning for future changes.
6. Coordinate ESL curriculum revision and implementation.
7. Coordinate selection of instructional materials to coordinate with curriculum.
8. Coordinate selection of testing/assessment instruments for placement of LEP students.
9. Oversee budget and requisitions.
10. Pursue outside financing for ESL programs, including writing grants.
11. Administer the implementation of funded grants .
12. Coordinate translations of district documents.
13. Collaborate with other district departments, such as Special Education and Title I Reading, to provide services for LEP students.
14. Attend parent meetings.
15. Serve as Intercultural Programs representative on various district committees.
16. Plan and coordinate staff development opportunities for ESL staff.

Primary responsibilities of Intercultural Programs Coordinator

1. Coordinate sexual harassment awareness and training efforts and oversee formal complaint process.
2. Coordinate/supervise sexual harassment curriculum development, revision and implementation in grades K-12; develop and update brochures, posters, flyers, etc.
3. Provide leadership and supervision to building administrators and employee groups when processing sexual harassment complaints.
4. Provide in-service workshops to building administrators, employee groups, students, parents, and other interested personnel related to sexual harassment .
5. Provide leadership and initiate recommendations for improving the sexual harassment curriculum in grades K-12.
6. Provide in-service workshops to building administrators, staff, new staff members, students, parents, and other interested personnel related to Section 504.
7. Coordinate Section 504 awareness, compliance, and training efforts throughout the District for staff, new staff, students, and parents.
8. Develop in-service training for District staff related to Section 504, Attention Deficit Disorder , and other disability issues.
9. Develop District forms for staff use in writing Section 504 Accommodation Plans, policy notices, etc.
10. Manage the reporting, filing and data keeping of District 504 Accommodation Plans.
11. Coordinate staff development for the Intercultural Programs ESL/Bilingual staff.

Primary responsibilities of Southeast Asian Bilingual Community Liaison/Advisor

1. Coordinate and develop parent training/workshops.
2. Coordinate and provide consultation and direction to parents, community leaders, and community organizations.
3. Provide cross cultural awareness training to staff, students, and community organizations.
4. Assist with crisis intervention.
5. Provide consultation and presentations on health, culture, and other issues to school personnel and other agencies.
6. Coordinate the Affirmative Action Programs.
7. Supervise and coordinate the National Asian Family /School Partnership Project.
8. Provide support services to school staff and community organizations.
9. Write grant proposals.
10. Serve as district representative on local, state, and national committees.
11. Assist the Department of Student Services with investigation and expulsion hearings.
12. Assist the Director of Intercultural Programs with the general activities of the department.
13. Assist the running and coordination of Project SPEAK.
14. Assist in the overview of the ESL/Bilingual Programs.

Primary responsibilities of Latino Bilingual Community Liaison/Minority Achievement Program Coordinator

1. Organize parent workshops.
2. Communicate with parents.
3. Coordinate cultural awareness/counseling sessions.
4. Assist with crisis intervention.
5. Provide consultation on health, culture and other issues.
6. Follow-up on exited students and dropouts.
7. Coordinate Minorities in Teaching Program.
8. Communicate information about program opportunities to minority students parents, MAP coordinators and stakeholders.
9. Monitor program facilities.
10. Arrange for student transportation to events.
11. Plan budget for MAP Program and salaries.
12. Assess program needs and plan for future.
13. Coordinate Latino Advisory Committee.
14. Evaluate student adjustment to educational setting.
15. Coordinate/develop minority parent school meeting.
16. Provide support services and referrals to teachers, administrators, support services staff, and Human Services agencies.

Primary responsibilities of ESL teachers

1. Provide instruction to identified limited English proficient students in speaking, listening, reading and writing English, American culture, and study skills.
2. Coordinate instruction and student needs with content-area teachers.
3. Coordinate schedule of tutors within building.
4. Serve as resource on ESL and language-minority issues for building staff.
5. Select and organize appropriate instructional materials.
6. Provide information about student progress to parents.
7. Assist in placement of ESL students in appropriate level classes.

Primary responsibilities of native language tutors

1. Provide tutorial assistance in the native language to limited English proficient students to assist with language acquisition and content learning.
2. Serve as bridge between schools, parents, and community.
3. Work under direction of ESL/bilingual staff to provide needed services for students.
4. Assist with parent communications and translations.
5. Serve as cultural resource in the building and District.

Primary responsibilities of Voluntary Transfer Program associate

1. Provide supervision on buses for students participating in the Voluntary Transfer Program and/or ESL/Bilingual programs.
2. Serve as a link between home and school.
3. Perform duties designated by building principals.

Professional Meetings

Professional training opportunities are an integral part of the Office of Intercultural Programs. The Intercultural Programs staff attend a variety of professional conferences and training seminars related to issues of educational equity, diversity, discrimination and compliance, sexual harassment/orientation, Section 504, and ESL/bilingual education. The Intercultural Programs staff provide leadership at many of these professional meetings by giving prseentations, providing guidance and direction in facilitation techniques, serving on panels and committees, and facillitating discussion groups.

Date	Meeting	Participants
2/97	State ESL/Bilingual Education and Refugee Concerns Conference, Des Moines, IA	75 Teachers, administrative, and support staff
2/97	National Association of Bilingual Education Albequerque, NM	2 Coordinators 2 Liaisons
11/96	Culture Awareness and Stereotypes Sensitivity Training, Des Moines, IA	1 Liaison - presenting
11/96	National Association of Multicultural Education Minneapolis, MN	1 Administrator 8 students
11/96	National Alliance of Black School Educators, Detroit, MI	1 Director 1 Coordinator
10/96	Profile, Assessment, Reviews and Resolutions) (PARR) Conference, Office for Civil Rights in Education, Kansas City, MO	1 Administrator 1 Coordinator
10/96	Midwest Desegregation Assistance Center Regional Conference, Kansas City, MO	1 Administrator
10/96	Governor's Conference on Volunteerism and Community Service, Des Moines, IA	2 Administrators - presenting 1 Liaison - presenting

Date	Meeting	Participants
9/96	National Asian Family/School Partnership Project: Advocacy, Networking and Skill Building, Boston, MA	2 Administrators - presenting 1 Liaison - presenting 5 Teachers 1 Parent - presenting 4 Asian Leaders
9/96	Regional Conferences on "Improving America's Schools," St. Louis, MO	1 Coordinator 1 Liaison
4/96	Diversity Conference, Children and Families of Iowa Des Moines, IA	1 Liaison - presenting
3/96	National Association of Bilingual Education Orlando, FL	2 Coordinators 2 Liaisons
2/96	State ESL/Bilingual Education and Refugee Concerns Conference, Des Moines, IA	55 Teachers, administrative, and support staff
12/95	Office of Bilingual Minority Affairs Washington, D.C.	1 Coordinator
11/95	National Alliance of Black School Educators, Dallas, TX	1 Director 1 Coordinator
10/95	Annual Conference on School Integration and Multicultural Education, Des Moines, IA	1 Director 2 Coordinators 2 Liaisons
11/95	National Asian Family/School Partnership Project, Boston, MA	2 Administrators 1 Liaison - presenting 3 Teachers 1 Parent 1 Asian Leader
9/95	National Black Child Development Institute, Inc. Washington, D.C.	1 Administrator
5/95	Governor's Conference on Aging Des Moines, IA	1 Liaison - presenting
4/95	National Asian Family/School Partnership Project, Boston, MA	2 Administrators 1 Liaison - presenting 3 Teachers 1 Parent 1 Asian Leader
3/95	Teacher of English to Speakers of Other Languages (TESOL) Los Angeles, CA	2 Coordinators 2 Liaisons

Date	Meeting	Participants
2/95	State ESL/Bilingual Ed. and Refugee Concerns Conference, Des Moines, IA	55 Teachers, administrative, and support staff
1/95	National Alliance of Black School Educators Affilliate Council of Presidents Executive Board, Palm Beach, FL	1 Administrator
11/94	National Alliance of Black School Educators Annual Conference, Los Angeles, CA	1 Administrator
4/94	National Association for the Education and Advancement of Cambodian, Laotian and Vietnamese Americans, Chicago, IL (NAFEA)	1 Liaison
3/94	Teacher of English to Speakers of Other Languages (TESOL) Baltimore, MD	2 Coordinators 1 Liaison

In-service and Staff Development

In-service and staff development opportunities that have been offered to staff in the District since the fall of 1994 are outlined in Appendix 1. In addition to special training, there have been regularly scheduled staff meetings to provide staff with the time to learn about trends, procedures and program changes, and to express needs. These meetings included Minority Achievement Program coordinator meetings, cross-cultural trainer meetings, and monthly meetings of the Educational Equity Advisory and Latino Advisory Committees.

Support from the Iowa Department of Education, the Comprehensive Regional Assistance Center, and the Midwest Desegregation Center has enabled the Office of Intercultural Programs to provide many in-service opportunities in the district. In 1996, the Office of Staff Development, in conjunction with the Office of Intercultural Programs, developed a new Phase III class entitled, "Cultural Diversity," which is offered to all district staff. Many schools have increased their awareness of cultural issues and knowledge of methods for raising LEP student achievement through this class. In addition to the staff development opportunities, the University of Northern Iowa has been offering courses toward ESL certification in the Des Moines area. At least ten teachers and tutors participated in these courses each semester at their own expense.

Management Systems

Arbitrary placement of students in a language support program is not appropriate according to state and federal guidelines. Therefore, the district has an established procedure for identification, placement and ultimately exiting from the ESL/Bilingual Program.

Students may be referred for program participation by parents, teachers, principals, sponsors, consultants, or community agencies. Another way a student may be introduced to the program is through the Home Language Survey which is filled out by all new students to the district to identify students living in a home where a language other than English is spoken.

As an efficient way to enroll the many numbers of new students to Des Moines, an ESL Welcome Center was established in 1995 through Title VII funding of bilingual education grant Project SPEAK, (Parent Student Empowerment and Knowledge). New families of all students except Hispanic elementary students are referred to the welcome center where a family orientation worker and four native-language tutors help parents with the enrollment process. The placement teacher assesses students' English language proficiency, native language literacy, and math skills. Hispanic elementary students are referred to McKinley Elementary School for enrollment in one of the five bilingual elementary sites.

When the enrollment process is completed at the Welcome Center or at McKinley school, the student is assigned to an ESL or bilingual school where an appropriate program has space available. Parents finalize the enrollment process at the school and transportation is arranged if necessary. Parents may opt to refuse services and must do so in writing.

Since the Welcome Center was established in 1995, 362 students (236 families) have been assisted with the enrollment process as follows:

Welcome Center Enrollment
11/95 - 5/97

Language Group	Number of Students Enrolled	Percent of Total
Bosnian	108	30%
Spanish (middle and high school only)*	84	23%
Nuer (Sudanese)	62	17%
Vietnamese	43	12%
Other**	65	18%
TOTAL	362	100%

* There were 247 elementary bilingual students enrolled at McKinley Elementary School.

**(Includes Kurdish, Lao, Chinese, Punjabi, Swahili, Japanese, Cambodian, Polish, Russian, Arabic, Korean, and Tagalog)

When a student's progress in school indicates that intensive language help is no longer necessary, information is collected to be certain that exit criteria can be met. This criteria includes language proficiency test scores, content grades, and scores on standardized tests. These scores are collected annually to monitor student progress. Parents are informed in a translated letter that the student is going to be exited.

Changes in ESL/Bilingual Program Since 1994

Intercultural Programs responds to the changing needs of the community. New language groups and new students who speak languages already represented in the district are provided with an effective educational program. In addition, continuous communication with parents, community and staff affect changes in the delivery system. Recent program adaptations have resulted from past needs. Those include:

- To assist limited English proficient students and their families to make a smooth transition into Des Moines Public Schools. This need was met by having a "Welcome Center" to offer bilingual orientation, training, alternative assessments, and placement services to newly-arriving limited English proficient families. Staff development sessions, literacy survival classes for non-literate students were also ofered to reduce culture shock by aiding students in the acquisition of social and language skills. The Office of Intercultural Programs wrote a successful Title VII grant to provide funds for one and one-half literacy survival classes, one-half placement specialist, one family orientation worker, one-half Sudanese and one-half Bosnian tutor. This Title VII grant expires in September 1997. The district will address the above need with another grant proposal and/or adapt the program with existing limited ESL/ Bilingual program resources.

- Special Education/ESL - Because the number of exceptional limited English proficient students is increasing, meeting their needs has become an issue of concern for both departments. Coordination and collaboration between the Special Education department and the ESL/ Bilingual department are essential. Both offices have coordinated dialogue, staff training, tutor training, and share knowledge and resources.

- Staff Allocation - ESL Staff Allocation Committee was formed to study and develop recommendations to the superintendent and his cabinet about ESL staff allocation.

- Additional Staff - Because of the significant increase in limited English proficient students over the past three years, it has been necessary to provide additional staff. Since the 1993-1994 school year. fourteen and one-half (14.5) teachers, one-half associate (.5), and thirteen and one-half (13.5) tutors were added to our ESL/Bilingual programs.

ESL/Bilingual Staff Increases
Over the Past Four School Years

PROGRAM STAFF	1993-94 FTE	1994-95 FTE	1995-96 FTE	1996-97 FTE
Teachers	30.0	32.5	42.5	44.5
Native Language Tutors	12.8	15.8	24.8	26.3
Associates	.0	.5	.5	.5
TOTAL	**42.8**	**48.8**	**67.8**	**71.3**

PRODUCT EVALUATION

Outcomes from Departmental Objectives

Desegregation

Voluntary Transfer Program: There are 968 students who are participating in Voluntary Transfer Program for the 1996-97 school year. The number of students involved in VTP is decreasing since it became a kindergarten through grade 8 program in 1989. (See Appendix 2) On-going activities each year include enrolling new students, arranging school placement with the building principals, making transportation arrangements with the Transportation Department, solving special circumstance problems with parents, and working closely with the Departments of Elementary/Early Childhood Programs and Middle and High School Programs.

During the 1996-97 school year, the Director of Intercultural Programs in cooperation with the Teaching and Learning Cabinet develop a process to examine the District's desegregation/integration efforts. *Integration Plan: A Blueprint Toward Integration*, will be implemented during the 1997-98 school year. Five task forces will examine the present integration efforts and develop strategies that provide choice, school improvement and desegregation simultaneously while keeping student achievement as the primary focus. The work of the task forces is scheduled to be completed in March, 1998.

Race Relations: In the past, there were significant racial problems at Lincoln, East, and Hoover High School. The Director of Intercultural Programs worked closely with the building principal, staff, students, parents and community members to resolve the conflict and find solutions. Cross-cultural awareness training sessions were held with 480 staff and students in two-day retreat settings during the past four school years.

Compliance to State Nondiscrimination Guidelines: The state guidelines require that the minority percentage at an attendance center does not exceed 20 percentage points above the district-wide minority percentage. The District's desegregation efforts have been designed to reduce minority group isolation. Since the last evaluation report, the number of schools above the state guidelines increased to the highest level since the 1977-78 school year. The 1996-97 compliance percentage was 45.2 per cent. Nine schools were above the guideline. They were Brooks (47.2%), Edmunds (56.3%), King (56.5%), Perkins (46.8%), Lovejoy (43.5%), McKinley (48.6%), Moulton (53.0%), Wallace (48.7%), and Harding (44.3%). Efforts have been made through the Voluntary Transfer Program to decrease the percentages at Edmunds, King, Longfellow, Moulton, and Wallace. Bilingual principals have made adjustments in student assignments among the four elementary schools that will reduce minority group isolation as well as reduce the amount of time students ride the bus.

English As A Second Language

STUDENT PROGRESS: The graduating class of 1996 offers a picture of the Limited English proficient (LEP) students in the Des Moines schools as a microcosm of the larger K-12 school structure. LEP high school students are similar to other high school students in many ways. The road to graduation for some is a very difficult struggle. Some students give up before reaching graduation; some need an extra year to reach their goal; some receive honors along the way; and a few are even valedictorians. Even though the path to graduation is similar for all students, there are specific problems that LEP students must address on their way.

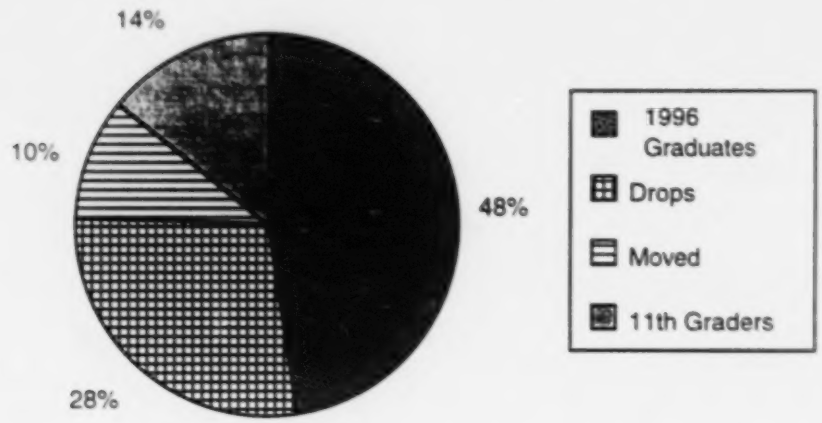
LEP students have the difficult task of learning subject matter that demands higher thinking processes while hearing and reading it in a language in which they do not think fluently. They have

to listen, try to comprehend the subject matter in a literal way, translate to their own language for deeper processing and meaning, then translate back to English to express the results of their thoughts. This process can make learning tedious and slow for some students. Students who are quick with languages, and those with prior education in their native language will have an easier time. Students who do not have the depth of language in their native language will have a harder time processing complex subjects in English because they do not have the words for advanced concepts in either language.

With a dual challenge of both high school subjects and English to master, the whole high school course for ESL students is extremely difficult for limited English proficient students.
The journey through high school began in 1992 for 107 limited English proficient students in ninth grade who received English as a Second Language (ESL) classes. In the first year, 3 of the students moved away, 11 dropped out and 15 stayed in 9th grade because they did not have enough credits to advance to 10th grade. In the subsequent years, the pattern continued, with a few students dropping out or moving away each year.

By May of 1996, of the original class of 107 ESL students, 30 students (28%) had dropped out and 15 students (14%) needed an extra year to complete credits in order to graduate in 1997. Of the students who dropped out, 90% were 18 years or older - needing to work, care for families, support themselves or were already 20 years old and would not have been able to obtain enough credits to graduate.

Progress of ESL High School Students from 9th Grade (1992) to Graduation (1996)



Progress of the ESL High School Students from 9th grade (1992) to Graduaton (1996)

CATEGORY	NUMBER OF STUDENTS	% OF CLASS
Graduates	**51**	**48%**
Honors	8	8%
Valedictorian	1	1%
Live in US less than 5 years	34	32%
Live in US more than 5 years	8	7%
Non-Graduates	**56**	**52%**
Drops	30	28%
Moved	11	10%
11th Graders	15	14%
Total	**107**	**100%**

Graduation rewarded 51 students (48%) of the original class of 107 ESL students of 1996. Eight of the graduates earned honors and one was a valedictorian of the class. Of these graduates, 34 students had only been in the United States for 5 years or less. To master both a new language and difficult content areas in only 5 years was a remarkable task. Those who made it to graduation showed exceptional motivation and a desire to succeed and are to be highly congratulated.

All the LEP students in the graduating class of 1996, whether they graduated or not, are to be commended for their efforts to master the difficult dual curriculum which they faced when they enrolled in the Des Moines school district. Their efforts will be their first steps in their paths through life in this society.

National Asian Family/School Partnership: The first project that focused specifically on Asian families at a national scale, the NCAS National Asian Family School Partnership project began as a three-year project that started in September 1993. The second phase of the project started December 1, 1996, and is funded by the Dewitt Wallace Reader's Digest Fund. Six sites were selected nationally. Des Moines Public Schools is one of the sites that was selected for this project.

The goals of the project are:

- To improve educational opportunities of Asian immigrant students by preparing their parents to more effectively support and monitor their school children's success and advocate for improved educational services.
- To help Asian immigrant parents overcome their feeling of isolation and fearfulness.
- To provide networking assistance and other resources to schools.
- To expand the knowledge and improve educational opportunities for Asian immigrant students.
- To assist participants school in bringing about school improvements.

The following were accomplished:

- More than 20 Asian parent workshops/trainings were held for the Lao, Hmong, Cambodian, Thai Dam, and Vietnamese communities.
- More than 9 cultural fairs were held at North High, Harding, and/or Adams schools.
- Nineteen staff from the Office of Intercultural Programs, North High School, Harding Middle School, Adams Elementary School and 8 Asian community leaders and/or parents were flown

to Boston, MA, to be trained on networking, self-assessment and strategies to work with Asian parents and communities.

- A book entitled, "Unfamiliar Partners: Asian Parents and U.S. Public Schools," was published and distributed throughout the nation by the National Coalition of Advocates for Students (Des Moines Public Schools was depicted very favorably in this book).
- A handbook entitled, "A Guide for Thaidam Parent's Involvement" was also published.
- A strong partnership between the Asian community and the Des Moines Public Schools was established to insure success of the Asian students and families.
- More than 30 collaborative meetings/discussions and cultural events were held in coordination with the various ethnic mutual assistance organizations.
- National recognition of Des Moines Public Schools, success in assisting immigrant studentss and their families.

Close-up for New Americans: Each year a group of limited English proficient students from Hoover, North, and Roosevelt travel to Washington D.C. for a one-week experience which teaches students about the working of the American government. In addition, middle school students are now able to take a shorter version of the trip. Both activities take place in the spring, and the Close-Up Foundation provides a fellowship for each student, as well as for a teacher chaperone. There are three components of the Program for New Americans, including the Washington Program, a local learning activity and a community-learning service project.

Close-up Program

School Year	Middle School	High School
1994-95	12 students 1 staff	17 students 2 staff
1995-96*	14 students 2 staff	13 students 1 staff

*Students did not participate during the 1996-97 school year because the Close-Up stipend was substantially reduced.

Parent Meetings: Each year, the staff of the Office of Intercultural Programs meets with parents in various language group (Lao, Vietnamese, Thiadam, Cambodian, Sudanese, Hispanic,Hmong, and Bosnian) to address the issues of greatest concern for each group. Speakers present information on such topics as graduation requirements, Minority Achievement Program, and National Asian Family/School Project. Parents have the opportunity to ask questions and express concerns. Parents in the African American community attended workshops on financial aid, college entrance, and parenting skills.

ESL/Special Education: To ensure consistent and informed handling of the needs of limited English students who may require special education, two training sessions were presented to native language tutors who serve these students. A Handbook for LEP and culturally diverse students has been placed in buildings where LEP students are served. The Office of Intercultural Programs and the Special Education Department have collaborated to offer training on identification and placement of LEP students requiring special education services to further meet the needs of this student group. Additionally, the forms used for parent permission for evaluation for special education have been translated into the student's native language.

Latino Advisory Committee: The Latino Advisory Committee meets monthly throughout the school year. It is a committee formed to advise the Des Moines Public Schools about issues directly affecting Latino students. The Latino Community Liaison Advisor is currently the chair for the committee and organizes meetings as well as plans the agenda.

- One major recommendation was accomplished in the hiring of the half-time Latino Bilingual Community Liaison for the 1993-94 school year.

- The information on the Latino student dropout rate has been gathered by the Latino Bilingual Community Liaison Advisor and listed by school and reason for withdrawal. This information includes the reason for each student's withdrawal. These findings have been shared with the Latino Advisory Committee so that recommendations can be made.

- A Latino College Expo has been offered to the Latino students in middle and high school. This expo helps students plan for the future, tour a campus, visit college classes, and hear guest speakers about various topics to help them attain a college education and plan their class schedules accordingly. The Bilingual Liaison helped found this program to help more Latino students reach for a higher education.

- A Latino Awards Ceremony, sponsored by the Latino Advisory Committee, was started to recognize outstanding students and graduating seniors. This event was planned to help motivate more Latino students to get better grades and stay in school. This school year marks the third year for this program and it continues to grow as more students achieve good grades and/or graduate from high school.

Multicultural Nonsexist Education(MCNS): Meetings were held with each supervisor to discuss the activities for the year and the MCNS objectives pertaining to their curriculum area. As a result, the School Board Advisory Committee, which approved instructional materials selection recommendations, received MCNS in-service as well as several instructional materials selection committees. Each principal documented the MCNS activities in their building in the Equity Audit System. Resource materials were loaned to building staffs for special projects. A variety of equity related in-services and special programs were held throughout the District. In March, the Professional Educators Conference included several MCNS workshops and had keynote speakers who addressed the issues. The Educational Equity Advisory Committee met regularly.

Minority Achievement Program (MAP): The MAP coordinators in all the middle schools and high schools made a concerted effort to provide information about the program to the 3,372 minority students and their parents and to match students with opportunities. As a result of the MAP program, many students are now attending college who might not have had the opportunity to do so without the guidance and assistance offered through the MAP coordinators and participating agencies, colleges and universities.

The building MAP coordinators held meetings with students and parents to introduce the Minority Achievement Program and to encourage the 3,732 minority students to participate. From September until June, 1996, there were 1,946 students who participated in over 43 programs. Several students participated in college bound workshops and and activities sponsored by private organizations and colleges, during the summer months. Many high school students attended bus tours to several Iowa Universities.Three new programs have been added to the Minority Achievement Program, thus increasing the opportunities for participants. Student participation in the MAP program is outlined below:

Minority Achievement Program - 1993-1996

School Year	Number of Participants
1993-94	1,855
1994-95	1,952
1995-96	1,946

Affirmative Action: The district will affirmatively recruit women and men, members of diverse racial/ethnic groups, and persons with disabilities for job categories in which any of these groups of people are underrepresented. The Director of Intercultural Programs and personnel from Human Resources Management reviewed the goals and objectives of the Non-Discrimination, Equal Employment Opportunity and Affirmative Action Plan and will continue to work to implement the plan.

COP 2000: The Career Opportunity Program (COP) 2000 program began with 7 Latino, 8 Asian, and 21 African American employees. The District staff assisted in the screening and selection process, and seminars for program participants to provide support and help them adjust to the demands of college. Over the past four years, 3 Asian, 1 Latino, and 6 African American COP 2000 participants received teaching degrees. All but two are teaching in the District. They recently graduated in May, 1997 and will apply for teaching positions in the fall of 1997.

District Complaint Process: There were 16 Iowa Civil Rights Commission complaints, 20 Human Rights Commission complaints, and 79 formal internal complaint investigations were filed over the past four years. These complaints included 24 based on race, 70 based on sexual harassment, 3 based on sexual orientation, 2 based on age, 1 based on national origin, 7 based on disability, 6 based on sex, and 2 based on violation of Section 504 of Handicap Rehabilitation Act. About 60% of the complaints were found to indicate that discrimination took place.

A review of the District's efforts to implement the sexual harassment policy and curriculum at the elementary and secondary level has enhanced the awareness of the entire staff and informed students at all educational levels. The Intercultural Programs Coordinator has been designated as the Sexual Harassment Complaint Officer. The number of complaints have increased and will mushroom as staff and students become aware of their right to the complaint process.

Section 504 - ADA: There has been an increase of students being identified as being disabled under Section 504. Section 504 covers a large class of disabled students who are not eligible for special education yet who have a physical or mental handicap which substantially limits one or more major life activities. Section 504 of the Rehabilitation Act requires that the District provide reasonable accommodations to ensure equal educational opportunity. The Intercultural Programs Coordinator has been designated as the Section 504 Coordinator. The coordinator is developing procedures and resources that school staff can have available to serve the students. District staff members have given presentations at the statewide Section 504 Network committee meetings held in collaboration with Heartland AEA. Section 504 training is provided on an ongoing basis to staff and administrators.

Minority Community Relations

African American: The staff continued the long-term relationship with organizations in the African American community that benefit students. Financial aid, college information, and parenting workshops were held in conjuction with the Iowa Alliance of Black School Educatiors. The Des Moines Black Child Development, Inc. worked with Intercultural Programs staff annually to provide the AAA Awards Banquet for outstanding African American Youth. A middle school self-esteem workshop was held in conjunction with Delta Sigma Theta, Inc., a Black public service sorority. The Teaching and Learning Staff has met with the Black Independent Education Committee of the Local Organizing Committee to discuss concerns about the education of African American students and families. The District.has established a very positive working relationships with the Black Ministerial Alliance and NAACP.

Asian: Since the fall of 1994, the Des Moines Public Schools, in partnership with the Society of Thaidam American Friendship and the National Coalition of Advocates for Students (NCAS) from Boston, MA, worked collaboratively on the National Asian Family/School Partnership project. This partnership project results in more parental involvement in the educational success of their children.

The benefits to students, schools and parent/community resulting from parental involvement are:

- Students have more positive attitudes and behavior.
- Students develop an appreciation for their culture and background.
- Students have higher self-esteem.
- Students have better communication with their parents and school staff.
- Students are more apt to attend post secondary education.
- Schools benefit from higher student achievement and involvement in school extra-curricular activities.
- The staff have a better understanding of Asian students.
- More contact and involvement from Asian parents in school activities.
- Asian parents feel that the school really cares about the education of their children.
- Weekend Thaidam literacy and cultural heritage classes.
- Parents know their rights and responsibilities and who to contact at school for services and information.
- Parents are more aware of school services.
- Many collaborative meetings/discussions and cultural events were held in coordination with the various ethnic mutual assistance organizations.

The Office of Intercultural Programs coordinates services to assist Asian students and their families with the Employee and Family Resources, Bureau of Refugee Programs, Lutheran Social Services, Catholic Councils, Aging Resources, Polk County Health Department, Asian American Council, ethnic mutual assistance organizations and other human services agencies. This coordination results in services such as:

- Counseling: drug, gang, family problems, and drop-out.
- Transportation services for students and families.
- Smooth enrollment process and communication.
- Translation services.
- Case managerial services.
- Ongoing committees and subcommittees to plan and assist students and their families.
- Strong networking services and elimination of duplication of services.
- Coordination of training/workshops in the areas of college financial aid, vocational career choices, drugs, gangs, resettlement life, cross-cultural issues.
- School improvements to support the academic success of Asian students.

Latino: Since the fall of 1994, the Des Moines Public Schools has collaborated with the Latino community to assist Latino students. The Latino Advisory Committee of Des Moines Public Schools has looked at Latino student issues and joined forces with the following community organizations and agencies:

- United Mexican American Community Center (UMACC) - helping fund raise for Latino students participating in the Close-Up trip to Washington, D.C.
- Hispanic Educational Resources (HER) - dealing with educational and immigration issues.
- League of United Latin American Citizens (LULAC) - helping coordinate the annual Latino Awards Ceremony and also participating in the planning for the Latino College Expo.
- Commission on Latino Affairs - holds monthly service provider meetings, matching agencies and professional people with those needing services. A mentor committee is in the process of becoming a reality through the commission in order to match professional Latinos with at-risk Latino students.

Cross-cultural Awareness Training: Bridging the Gap: Cross-cultural awareness training, "Bridging The Gap Between Cultures," was conducted by the Director of Intercultural Programs for 600 new employees, 200 child care workers, the 50 Cowles and Focus staff members. Other cross-cultural activities are noted under the Race Relations section.

Bilingual Community Liaison/Advisor Program - Asian: The Bilingual Community Liaison/Advisor for Asian Students provides counseling, case work, and monitoring services of educational progress to Asian students and their families. He also provides support services as well as consultation services to building personnel regarding staffings, potential drop-outs, and other student or family issues.

The Liaison/Advisor coordinated the National Asian Family/School Partnership Project. This is a joint project with the National Coalition Advocates For Students (NCAS) located in Boston Massachusetts, the Society of Thaidam American Friendship, and the District. In this project the Liaison/Advisor:

- Planned and conducted more than 20 parent meetings/workshops.
- Assisted and planned more than 7 cultural fairs.
- Planned and conducted more than 30 committee and subcommittee meetings at the local, state, and national level to assist students and parents.
- Wrote several articles, reports and handouts for local and national usage.
- Trained and worked with more than 900 parents and community leaders.
- Attended and presented to 4 national coalition and networking conferences and training.

The Liaison/Advisor also gave more than 32 presentations about ethnic minority issues to students, staff, outside organizations, and state government agencies. The Liaison/Advisor represented the District and gave the Southeast Asian perspective on at least 15 local, state, and national committees and boards.

Bilingual Community Liaison/Advisor Program - Latino: The Bilingual Community Liaison/Advisor for Latino Students counseled with students and parents as well as consulted with building personnel regarding staffings, potential drop-outs, and other student or family issues. In addition to monitoring the progress of students who have exited the ESL program, the Liaison/Advisor worked with Hispanic students who attended schools where they have exited the ESL program. In addition, the Liaison Advisor worked with Hispanic students attending school where there was no ESL Program. Arrangements were made for informational sessions and mini workshops with resource speakers for ESL classes at the middle and high school levels.

Since the 1993/94 school year, the following are accomplishments resulting from the work of the Latino Bilingual Community Liaison Advisor:

- The Liaison/Advisor coordinated a Latino College Expo for Latino students in conjunction with the League of United Latin American Citizens (L.U.L.A.C.) and the regents universities, as well as Simpson College. This College Expo was designed to better meet the needs of Latino students by helping them plan for college early and receive financial aid, scholarship information and admissions requirements. A planning committee was formed that included representatives from the three regents universities, community people and Latino professionals. This committee works on fundraising, planning the expo and enlisting a keynote speaker, as well as other presenters. The committee also provides for translation and/or has sessions in the native Spanish language. For the 1996/97 school year, the College Expo was held at Iowa State University and was a large success.

- In addition, Iowa State University has had two student conferences in Des Moines Public Schools for Latino students. These have been sponsored by the Society of Hispanic Professional Engineers, Student Chapter. They paid for the program and provided guest

speakers from ISU and a Keynote Speaker from the University of Texas, Dr. John Alderete, expert on Latino issues.

- A Latino Awards Ceremony was coordinated by the Hispanic Liaison Advisor so that Latino students could receive recognition for academics and civic achievements, as well as to recognize the graduating seniors. This year will mark the third Latino Awards Ceremony. The League of United Latin American Citizens worked with the Latino Advisory Committee of the Des Moines Public Schools, helping to plan the event. Students receive certificates recognizing their hard work in academics, involvement in community service, sports, and those who have improved the most during this school year.

- The Liaison also participates with the Drake Hispanic Advisory Council, coordinating Des Moines Public students with Drake University students as tutors and mentors, and programming for the Drake University student groups in conjunction with events in the community.

- A meeting between the Hispanic leaders and the Des Moines Public Schools administrators and staff was coordinated by the Latino Liaison and was held at the United Mexican American Community Center in the spring of 1996.

Transportation Climate Committee: The Climate Committee met to discuss concerns and suggestions placed in the suggestion box. Some of the issues addressed were bus radio abuse, assignment of bus aides, and the dissension among employees based on perceptions of unequal treatment. The committee discussed solutions to improve situations and clarified any misunderstandings. Deliberations of the committee were published in the TransAction, the Transportation Department newsletter. The newsletter also included congratulatory remarks to employees for promotions, birthdays, and births, as well as condolences. Special articles were written by the Supervisor of Transportation.

Educational Equity Advisory Committee: The committee met monthly and developed goals for the year. The Committee made recommendations regarding the use American Indians as school mascots, the widenening achievement gap between minority and non-minority students, improving the diversity of district-wide committees after working in subcommittees. At each meeting, Committee members were given the opportunity to talk about any emerging issue they felt was important to bring to the attention of the committee members and the administration. Several issues were satisfactorial addressed as follow-up activities took place as a result of discussions.

Staff Awards

Recipient	Award
Intercultural Programs	Governor of Iowa's Volunteer Recognition Award Educational Equity Recognition Award from the State Board of Iowa Department of Education
Debbie Caldwell	Des Moines Public Schools Professional Educators Certificate of Appreciation
Janet Hiatt	Roy J. Carver Charitable Trust Award for ESL Science and Social Studies - $3,400

Recipient	Award
Mary Lynne Jones	National Alliance of Black School Educators Award for Service as a Midwest Regional Representative Des Moines Outstanding Black Women's Hall of Fame Plaque of appreciation "For Contribution to the Education and Well-being of Thaidam Students and Community," Society of Thaidam-American Friendship" Children & Families of Iowa Recognition Award for commitment to cultural competency in the workplace
Connie Kidman	Certificate of Recognition, "Society of Hispanic Professional Engineers, Student Chapter," Iowa State University
Lori Nelson	Belin Blank Award Who's Who - America's Teachers
Marilyn Ritz	Connie Belin Award
Kate Swatta	1997 Carver Excellence in Education Teacher Program
Dinh VanLo	Governor of Iowa's Volunteer Recognition Award Certificate of Services: The United States Commission of Civil Rights Certificate of Appreciation in recognition to the State Advisory Council for Adult Education, State of Iowa Department of Education Certificate of Completion: The Amer-I-Can Program, Inc. Certificate of Appreciation "Quality Education: Pathway to Tomorrow" Des Moines Public Schools Plaque in Recognition for Commitment to Cultural Competency in the Workplace: Children and Family of Iowa Plaque of Special Asian-American Leadership Award from the NCAS National Asian Family/School Partnership Project, Boston MA
Barbara Wiggins	International Who's Who of Professional Management Heartland AEA Section 504 District Representatives Certificate of Appreciation Des Moines School's Professional Educator's Certificate of Appreciation Governor of Iowa's Volunteer Recognition Award

Student Awards

Since the 1994-95 school year, one hundred and seventy-three (173) Latino students have graduated from the Des Moines Public Schools. Of this number, two were named valedictorians, five (5) were in the top 3%, and seven (7) were in the top 15%.

In addition, there have been four hundred eighty (480) Asian students graduated from the Des Moines Public Schools. Of this number, nineteen (19) were in the top 3%.

1996-1997 School Year Student Awards

Student	Award
Anthony Bateza	Selected for Forensics Committee Mock Trial
Thomas Chavez	University of Iowa Award-Recognition
Ha Dao	Alice Conner Memorial, Masonic Grand Lodge, Rotary Club, D.M. Union Women's Club
Ha Ngoc Dao	Top 3%
Minh Dao	Cowles Multicultural Scholarship for Drake University, Top 3%-Valedictorian
Phuong Dao	1st Place-Martin Luther King Essay Contest, Firstar Student Recognition Award, Kiwanian of the month.
Orlando Dominguez	Kiwanian of the Month
Bao T. Duong	Academic Letter
Benjamin Garcia	Award for "Outstanding Spokesman for Freedom" from the Veterans of Foreign Wars
Amy Gomez	Valedictorian
Lei Guan	Presidential Award for Academic Excellence and Academic Letter
Xay Thi Ha	Top 15%
Emir Islamovich	Alice Conner Memorial, Masonic Grand Lodge, Rotary Club, D.M. Union Women's Club
Adisa Kuburas	Top 15%
Vinh Lu	Presidential Award for Academic Excellence and Superintendent's Award
Minh Luu	Top 3%, Valedictorian
Phong Luu	Top 3% Scholarships, O.G. Powell, M.L. King
Tam Luu	Valedictorian, Scholarships: Robert Blue, Homeland Bank, North Alumnae
Yen Luu	George Washington Carver Scholarship/ISU
Bao Ly	Presidential Award for Academic Excellence
Quyen Ly	1st Prize High School Division-Stanford University Vietnamese/
Samin Mehanovic	National Honor Society
Marlon Morales	Top 15%
Tu Ngo	Third Annual Chrysalis Art Exhibit American Essay Contest, Iowa Academic Scholarship, Cowles Multicultural Scholarship for Drake University
Chau Nguyen	Iowa State Engineering Quiz Bowl, 1st Place Trophy
Loan Nguyen	Presidential Award for Academic Excellence
Quoc Nguyen	Presidential Award for Academic Excellence
Tam Nguyen	Top 3%-Valedictorian
Toan Duc Nguyen	Presidential Award for Academic Excellence and Superintendent's Award
Trang Nguyen	Presidential Award for Academic Excellence

Student	Award
Trung Nguyen	Presidential Award for Academic Excellence
Lukas Nosek	Top 15%
Thoai Pham	Academic Letter
David Quiñones	1995 Big Challenge Award/Des Moines Human Rights Commission
Leonor Rosales	1995 Big Challenge Award/Des Moines Human Rights Commission
Thanh Truong	Winner-Fifth Annual Des Moines National Poetry Contest
Christopher Villalobos	Valedictorian, Iowa Humanities Board Scholarship, Human Rights Award
Phuc Vu	Top 3% Scholarships, O.G. Powell, M.L. King
My Ngoc Thi Vu	Valedictorian
Feng Zhang	Iowa State Engineering Quiz Bowl, 1st Place Trophy

Audits

Intercultural Programs has coordinated several internal and external audits related to equity.

Equity Audit System: The Director of Intercultural Programs designed the Equity Audit System to assist building and district administrators assume the role of equity manager to ensure equal educational opportunities in programs and activities. The information was distributed in September and was returned in March. Each equity activity included an explanation detailing the reasons and/or laws related to the activity as well as the necessary documentation. This system allowed the administrators the opportunity to work with their stakeholders to analyze data and implement proactive strategies. The Equity Audit System included meeting notices, non-discrimination policies and complaint procedures, sexual harassment, extra and co-curricular activities, course enrollments, suspensions, MCNS activities, and various government surveys. A District Equity Audit System was distributed to non-building administrators. It was a condensed version that outlines activities related to informing employees about their civil rights and ensuring diverse representation on district committees. The documentation completed by administrators was used to complete the Iowa Department of Education Educational Equity Review Report.

Educational Equity Review Report: The data received from the administrator is used to prepare the Educational Equity Report. In September, the Iowa Department of Education forwards recommendations to the Superintendent regarding the educational equity based on their review conducted the previous May. The district was asked to develop a voluntary compliance plan outlining how staff would address the recommendations. During the school year, the district implemented the compliance plan. The district submitted the Educational Equity Status Report in July to the Department of Education. DOE officials summarized the district report and made recommendations to the State Board of Education.

EEO - 5: Federal law requires that the Equal Employment Opportunity Commission (EEOC) and the Office for Civil Rights (OCR) of the Department of Education prescribe such records and reports as are necessary for the enforcement of the Civil Rights Act of 1964. The EEO-5 report is conducted every two years. The report for the school system must provide summary data for all personnel employed by the school system either full time or part time. A separate report form was filed for each school and each classroom facility from the schools operated by the school system. The EEO-5 surveys were completed for 1994-95 school year.

1994-95 Elementary and Secondary School Civil Rights Survey: This survey is required by the U.S. Department of Education pursuant to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and under Section 504 of the Rehabilitation Act of 1973. The reports are analyzed by government officials and forwarded to the Region VII Office for Civil Rights. It is conducted every two years. The data is used to determine compliance violations and the need for on-site reviews. Information by race, sex, and disability was obtained for pupil statistics, pupil assignment, special education program enrollments, selected course enrollments, and high school graduates.

FUTURE PLANS

1. A major initiative, *Integration Plan: A Blueprint Toward Integration*, will be implemented during the 1997-98 school year. Five task forces will examine the present integration efforts and develop strategies that provide choice, school improvement and desegregation simultaneously while keeping student achievement as the primary focus. The work of the task forces is scheduled to be completed in March, 1998.

2. The ESL/Bilingual Program will continue to make improvements which include:
   - monitoring the staff to student ratios as the number of LEP students increases in order to provide adequate services. Analysis will be made of the teacher to student, tutor to student, and overall impact on the class sizes of the mainstream classrooms.
   - providing on-going training and in-service for ESL/Program staff and mainstream staff to promote of effective educational strategies to meet the needs of limited English proficient students.
   - implementing a systematic procedure for data collection, storage, and analysis of student progress.
   - developing and implementing objective-based tests for the ESL/Bilingual curriculum.
   - developing and implementing strategies to increase exposure of program students to curriculum and extracurricular opportunities.
   - implementing strategies to enhance the delivery of instruction especially for newcomer students.
   - developing short and long range goals to increase the use of technology for program instruction.

3. Intercultural Programs staff will continue to inform staff, students, parents, and volunteers of their rights to a working and learning environment free of discrimination. Activities will include:
   - providing cross-cultural awareness training.
   - providing sexual harassment awareness training and curriculum training for students and staff as well as processing of complaints. To provide translated sexual harassment brochures and flyers in Spanish, Bosnian, and Nuer native languages.
   - providing information and awareness training regarding reasonable accommodation under Section 504 of the Vocational Rehabilitation Act of 1973 as well as the processing of complaints.

4. The District MAP Coordinator and the high school and middle school MAP Coordinators will continue to offer the more than 56 opportunities to our minority students. In order to ensure maximum participation of minority students in the MAP Program, activities for the future will include:
   - Expanding the Minorities In Teaching Program, with more specific activities for each grade level.
   - Increasing the number of students who participate in Program.
   - Increasing the number of opportunities offered for middle school students.

APPENDICES

Appendix 1

OFFICE OF INTERCULTURAL PROGRAMS STAFF DEVELOPMENT

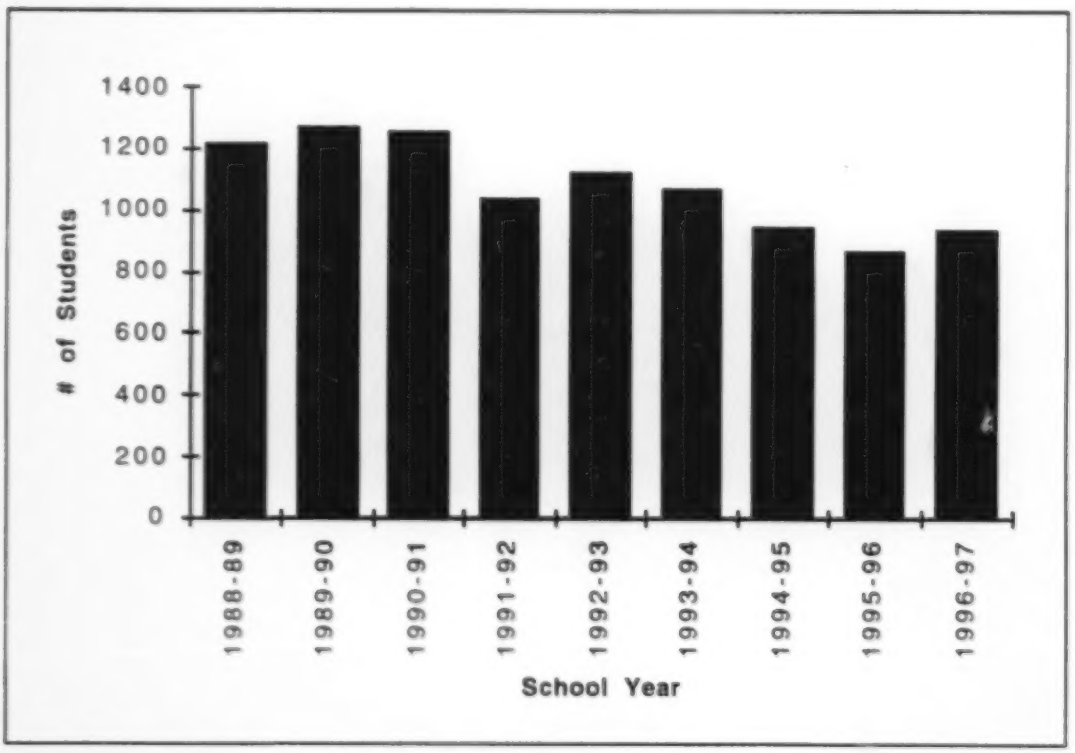
Topic	Date	Participants
1994-95 School Year:		
Cross-cultural Awareness Training	3/94	New employees
Section 504 Identification Procedures (teachers,	Spring, 1995	Cadre of 28 Staff Members Administrators, Psychologists, Social Workers, Counselors, Consultants)
Section 504 Building training for staff	Spring, 1995	All elementary, middle, and high school Staffs
Section 504 Building training for staff	Spring, 1995	Lincoln, East, and Woodlawn Staffs
Sudanese Culture	11/94	All ESL Staff
How to Score the BSM Test	12/94	New ESL Elementary Staff
1995-96 School Year: Section 504 Building Training	Fall, 1995	Longfellow, King, Edmunds, McKee, Harding, Roosevelt Staffs
Sexual Harassment Training	Fall, 1995	Head Start, Cowles Edmunds Staffs
Cross-cultural Awareness Training	8/95	New Employees
ESL Reading Skills Inservice	12/95	Project SPEAK Staff
Follow-up Reading Inservice	12/95	Project SPEAK Staff
Cross-cultural Awareness Training	12/95	Lincoln/East Staff and students
Cross-cultural Awareness Training	1/96	Metro Kids Care Staff
March In-service Day: "The Balancing Act: ESL Students/Teachers"	3/96	All District Staff

Topic	Date	Participants
1996-97 School Year:		
Section 504 Building Training	Fall, 1996	Greenwood, Phillips, Watrous, Cowles Staffs
Sexual Harassment Training	Fall, 1996	Casady, McKee, Lovejoy, and Roosevelt Staffs
Cultural Diversity Phase III Class	Fall, 1996	All District Staff
Sexual Harassment Training	Spring, 1997	Head Start Staff
Cross-Cultural Awareness Training	8/96	New Employees
ESL Welcome Center Tutor Training & Assessing Native Language Literacy	8/96	Project SPEAK Tutors
Staff Training	8/96	All ESL Staff
"Working With Hispanic Students In The Mainstream Classroom: General Overview and Concerns"	9/96	Brooks Staff
"Working With Hispanic Students In TheMainstream Classroom: General Overview and Concerns"	10/96	Weeks Staff
Cross-Cultural Awareness Training	12/96	East and Lincoln Staff and Students
"Tutoring the English Language Learners in Math" "Tutoring English Language Learners in Reading"	1/97	All Tutors
"Introduction to Special Education Process"	2/97	All Tutors
"Panel of Veteran ESL Teachers"	3/97	All ESL Staff
"Crisis Response Plan for Limited English Proficient Students"	3/97	ESL/District Staff
"The Tutors Role in the Special Education Process"	4/97	All Tutors
Cross-Cultural Awareness Training	5/97	Hoover Staff and Students

Appendix 2

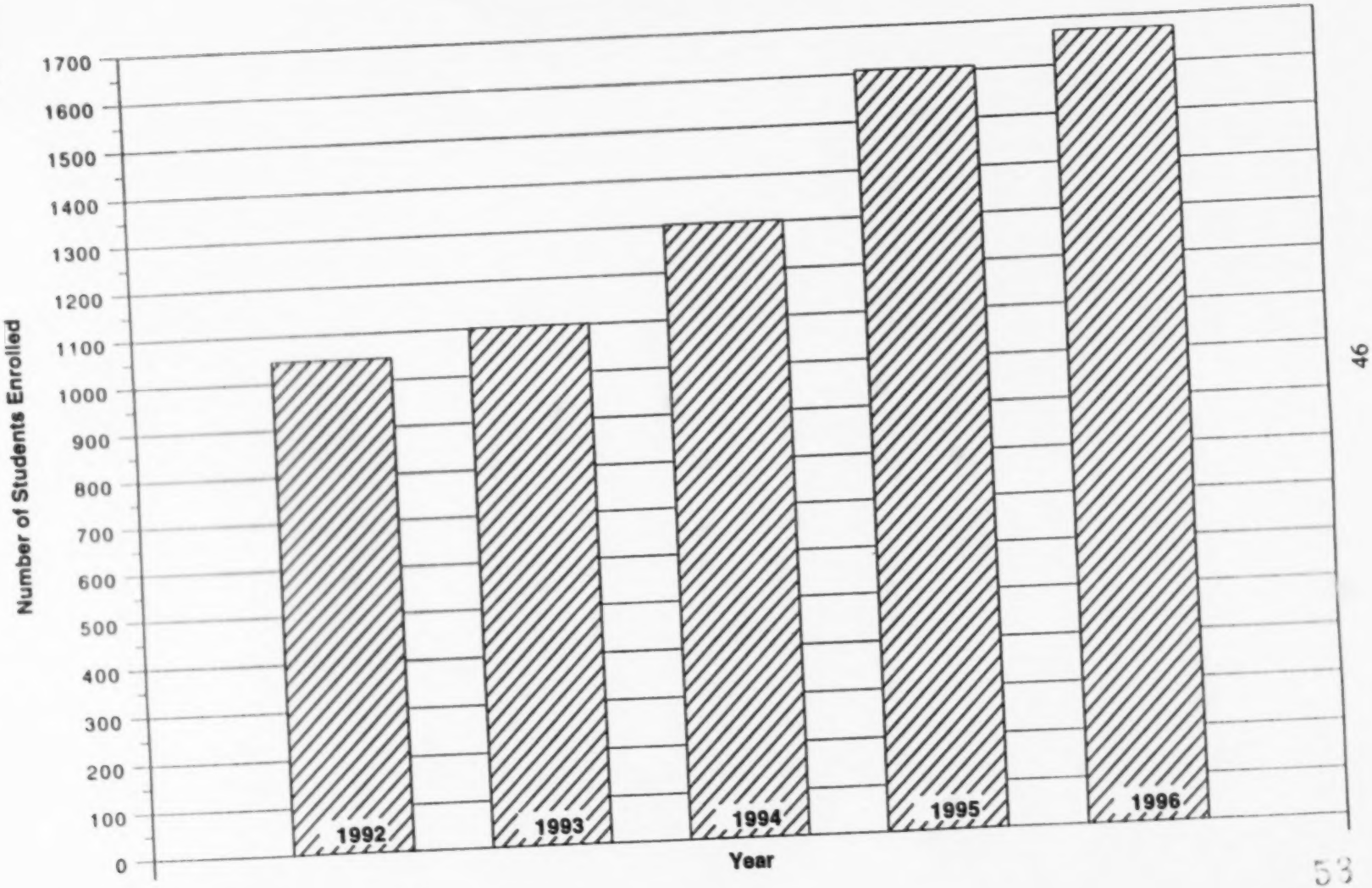
VOLUNTARY TRANSFER PROGRAM
ENROLLMENT SINCE 1989

School Year	# of Students
1988-89	1215
1989-90	1268
1990-91	1257
1991-92	1034
1992-93	1126
1993-94	1067
1994-95	948
1995-96	867
1996-97	938

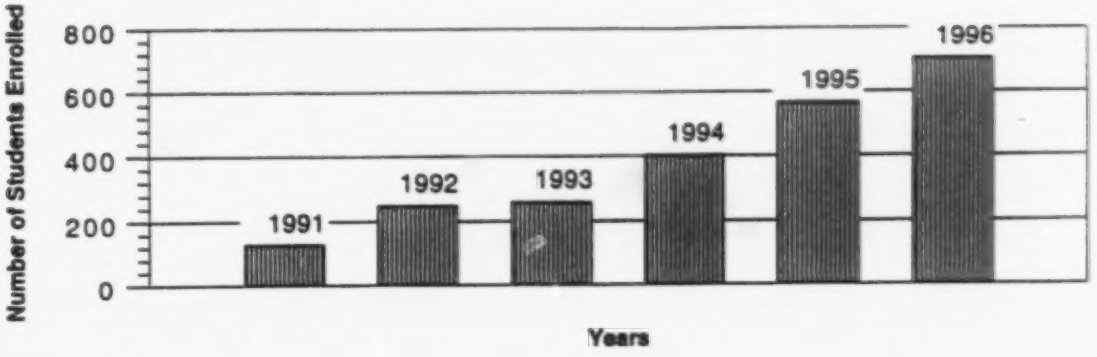


Appendix 3

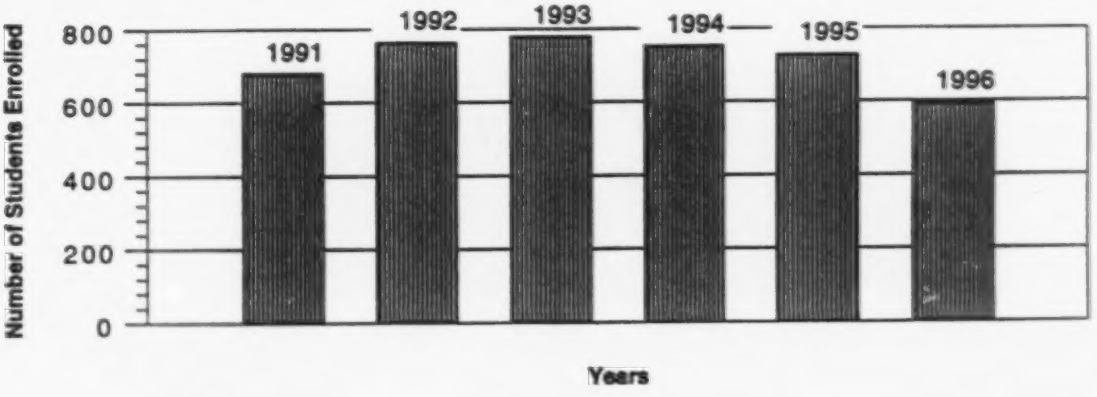
DES MOINES PUBLIC SCHOOLS
Limited English Proficiency Enrollment



DES MOINES PUBLIC SCHOOLS
Enrollment by Language
Spanish Speaking (Bilingual Programs)



Southeast Asian Languages



Other Languages